

St Marys Kindergarten

St Marys Church Hall, St. Marys Road, Hinckley, Leicestershire, LE10 1EQ



Inspection date

12 November 2015

Previous inspection date

24 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is rooted in a good knowledge and understanding of how children learn. Staff allow children to direct their own play. They skilfully ask questions to encourage children to think about their response and solve problems by themselves.
- Activities take account of the interests and learning needs of the children. Staff's observations of children, their assessments of children's learning and identification of their next steps enable them to plan purposeful learning opportunities for all children.
- Staff respect children's home language and policies, and translate information for parents to ensure they are fully informed about the life of the kindergarten and the service provided.
- Partnerships with parents and other professionals involved in children's lives are good. Cohesive working and sharing of information promotes continuity of care.
- Staff encourage children's awareness of safety and potential risks within the environment have been minimised.
- Behaviour is good. Children are polite and friendly towards each other and are learning to share and negotiate through play.

It is not yet outstanding because:

- The provider has not used a wide variety of opportunities to monitor and evaluate staff's practice in order to raise the quality of provision even more.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase the range of ways that staff's practice is monitored and evaluated to raise the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the kindergarten's self-evaluation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are enthusiastic, knowledgeable and work closely to provide a rich learning experience for the children. Required information is gathered from parents and children's individual needs are respected and incorporated into the day. The arrangements for safeguarding are effective. Staff are fully aware of their role in protecting children and keeping them safe. The environment is secure, well maintained and safety has been addressed throughout. The views of parents and staff are actively sought as part of the setting's evaluation process. Staff welcome opportunities to continue their professional development. They share new information in order to enhance their knowledge and skills. However, the provider has not established a wide range of ways to help staff's practice to reach an outstanding level.

Quality of teaching, learning and assessment is good

Staff provide a wide variety of learning opportunities and play experiences that take account of the differing ages and abilities of the children. They observe, assess and plan effectively for their future learning and evaluate activities to ensure they are targeted appropriately. Children's communication and language skills are supported well and they enjoy talking about their experiences. For example, they share photographs and talk about the bonfire parties and Diwali celebrations they are involved in. They confidently use small tools and various materials to create pictures that reflect celebrations that are taking place. Children use their problem-solving skills. They build and construct various models and seek support from staff where needed.

Personal development, behaviour and welfare are good

Children enter kindergarten happily and have developed secure relationships with staff. Children are confident within the daily routine, are respectful towards each other and understand the importance of sharing and taking turns while playing. Staff support children's self-esteem and confidence and praise them for their achievements and kindness. Children show good self-help skills and become independent with everyday tasks. They delight in helping staff to prepare the table in readiness for their snack and clear and clean the table before and after use. Children make choices with regard to their snack, and fresh drinking water is freely available. Children enjoy physical activity. They use a variety of resources that encourage them to be active.

Outcomes for children are good

Staff complete detailed observations of children, assess their abilities and plan for the next steps in their learning. They work closely with parents and other agencies to support children where needed. This supports children to make good progress in readiness for their move to school.

Setting details

Unique reference number	226478
Local authority	Leicestershire
Inspection number	871392
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	27
Name of provider	Denise Patricia Gillett
Date of previous inspection	24 October 2011
Telephone number	07790 519184

St Mary's Kindergarten was registered in 1990. The kindergarten employs six members of childcare staff, all of whom hold appropriate early years qualifications. The kindergarten opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. The kindergarten provides funded early education for three- and four-year-old children. It supports disabled children and those who have special educational needs, and children who speak English as an additional language.

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