

Blundellsands Kindergarten



Blundellsands Road West, Blundellsands, Liverpool, Merseyside, L23 6TF

Inspection date	9 December 2015
Previous inspection date	25 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leadership is inspirational and focused on making sure children's learning and development is at the heart of everything the kindergarten does. The manager has very high expectations for all children. She knows and understands the needs of all children who attend. This means the manager and staff are able to clearly identify what the setting needs to do to achieve the best outcome for each child.
- There is an outstanding commitment to working with specialist professionals to make sure all children make excellent progress in their learning.
- Children's speaking and listening skills are skilfully supported by staff. They excite and engage children in activities that develop the communication skills children need for the next stage of their learning.
- Management and staff provide a safe, secure and stimulating environment which allows children to become immersed in learning. Staff demonstrate a clear respect for resources which ensures that children actively value and care for their environment.
- Developing good relationships with families is given high priority by the manager and team. As a result, parents are actively involved in children's learning. This has a positive impact on children's well-being and creates a real sense of community and working together for the benefit of the children.
- Self-evaluation is highly effective and drives the setting forward. Continuous reflection on feedback from children, parents and staff ensures that improvements to support the needs of the children are always being made.

What the setting needs to do to improve further

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

- make sure that all staff are confident in their own teaching abilities so they can continue to provide children with the very best help and support.

Inspection activities

- The inspector viewed all parts of the premises.
- The inspector spoke to both children and staff and observed play and learning activities within the indoor and outdoor environment.
- The inspector undertook two joint observations with the manager.
- The inspector held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector tracked a sample of children and looked at children's assessment records and planning documentation.
- The inspector examined a sample of records, safeguarding documentation and evidence of staff suitability.
- The inspector reviewed and discussed the kindergarten's self-evaluation form.

Inspector

Deborah Fletcher

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager and staff have very high expectations for every child in the kindergarten. Regular progress meetings with staff give the manager a clear overview of all children's learning and development. This means that any concerns are quickly identified and addressed. The manager is proactive in seeking additional support for any child that may need it. The manager supports, develops and encourages staff very well through regular team discussions and meetings with staff. This results in a team who are all determined to do their best for children. Safeguarding is effective. This includes taking action when children fail to attend.

Quality of teaching, learning and assessment is outstanding

Staff have an excellent knowledge of how children learn and develop and they make accurate observations of children's learning. Developing children's communication, language and social skills to a high level is prioritised. Opportunities for such support are purposefully planned into the daily routine with interesting resources. For example, fossils, stones and shells are used well to stimulate children's conversation and increase their vocabulary. Staff also check observations to ensure children have experiences across all areas of learning. Children's interests are carefully used to plan activities which motivate them and encourage perseverance. For example, a child's fascination with animal footprints is extended into mark making with their own feet. Staff understand that all opportunities arising throughout the day promote learning. They ask children what other words begin with the 'w' sound when a child points out that Wednesday and William start with the same sound. Staff are excited by the difference they make to children's learning.

Personal development, behaviour and welfare are outstanding

Staff have genuine and caring relationships with children and their families. As a result all children are happy and settled at the setting, including those who have only recently started. Children are independent learners and encouraged to be self sufficient ready for the next stage in their learning. The children display a sense of pride in their environment. They talk about being 'responsible' and describe how they look after the kindergarten, by putting any books that are damaged in the 'book hospital' for repair. Children's positive behaviour is carefully supported by staff and appropriate strategies are in place to ensure children are kind and respectful to each other. Parents talk very positively about the support they and their children receive from their key person, and eagerly work with the kindergarten to help children learn about the wider world.

Outcomes for children are outstanding

Children thrive in the inclusive atmosphere of this setting. The importance placed on children's wellbeing and learning ensures that all children are making the best possible progress in their learning and development. Detailed investigation of children's progress by the whole staff team has a very positive impact on the outcomes that children achieve.

Setting details

Unique reference number	310399
Local authority	Sefton
Inspection number	1032910
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	40
Name of provider	Blundellsands Kindergarten Playgroup Committee
Date of previous inspection	25 June 2015
Telephone number	0151 924 7795

Blundellsands Kindergarten was registered in 1996. The kindergarten employs eight members of childcare staff. Of these, one staff holds an appropriate early years qualification at level 5, one at level 3 and one at level 2. The manager holds Qualified Teacher Status and Early Years Professional status. The kindergarten opens from Monday to Friday, term time only. Sessions are from 8am until 3.15pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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