

# Richmond House Kindergarten

222 Ashley Road,, Hale, Altrincham, Cheshire, WA15 9SR



<b>Inspection date</b>	4 February 2016
Previous inspection date	5 August 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- The experienced and well-qualified staff team demonstrates superb teaching skills. They access regular training and have an excellent understanding of how children learn. Planning is based on accurate assessments of children's learning. Staff provide an exceptional range of opportunities which excites, challenges and motivates children of all ages. Children make significant rates of progress.
- The management team is highly enthusiastic and committed to raising the already excellent quality of the kindergarten. The staff team shares the vision, they each reflect and evaluate on a continual basis. Parents' and children's views are extremely important to staff and parents effectively contribute to the evaluation process.
- The relationships between children and staff are strong. Staff successfully gather a wealth of information from parents on a regular basis and their knowledge of children is superb. Staff are sensitive and highly skilled at meeting children's needs. This helps them support children's emotional and physical well-being at all times.
- The environment, both indoors and outdoors, is stimulating, inviting and extremely well resourced. Each area has been carefully planned to enable children's learning to be maximised in all areas.
- Staff are excellent role models and implement a range of effective strategies to promote positive behaviour. Children's behaviour is exemplary. They display high levels of confidence and respect, both for their peers and the kindergarten environment.
- Promotion of equality and diversity is robust. The extremely inclusive environment, resources and range of activities on offer to support children's understanding of the world are excellent.

## What the setting needs to do to improve further

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

- continue the monitoring of the superb staff practice so that the excellent quality of teaching is maintained.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the early years teacher.
- The inspector held a meeting with the manager and early years teacher.
- The inspector looked at relevant documentation, such as, the kindergarten's self-evaluation, a sample of policies and procedures and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection, saw written feedback and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Very robust systems for safe recruitment and staff inductions are implemented. All staff have a deep understanding of procedures to follow in the event of concerns about a child in their care or the behaviour of a colleague. The manager has an excellent understanding of her roles and responsibilities. The management team monitors staff practice very closely, providing staff with support to raise the quality of teaching to the highest levels. They have identified that they want to focus even more closely on the monitoring of teaching and new initiatives.

### Quality of teaching, learning and assessment is outstanding

Highly successful strategies to involve all parents in their child's learning at kindergarten and at home are implemented. Staff provide children with challenging maths activities to take home and they are rewarded with certificates upon completion. Staff are highly skilled at following babies' leads. As babies access streamers, staff put favourite songs on and they excitedly move their whole body to the music. During outdoor play, pre-school children use wooden letter stumps and confidently choose letters to spell their name. This is one of the ways staff promote early literacy skills. Children are also provided with excellent opportunities to develop early mathematical skills. One way in which they do this is by reading stories about the time. Children are then asked to identify numbers on a whiteboard and this is extended further as children form recognisable numbers on clipboards. In the younger rooms there is a sharp focus on developing children's communication skills. All staff provide children with excellent opportunities to extend their vocabulary. Staff listen to children and ask meaningful questions, allowing children plenty of time to respond. Children's assessments are translated for parents who speak English as an additional language. This is one of the excellent strategies used to ensure all parents are fully informed about the progress children make.

### Personal development, behaviour and welfare are outstanding

A flexible approach to settling-in periods is adopted and babies settle very well. Staff skilfully raise children's self-esteem across all age groups using a variety of inspiring techniques. Children demonstrate a strong sense of belonging. Self-care skills are promoted highly effectively. For example, at lunch young children wash and dry their hands and older children serve lunches. Staff promote sharing and turn taking exceptionally well. One of the ways they do this is by using a timer during outdoor play as children ride on bikes for agreed periods of time. Children's understanding of healthy lifestyles is excellent. Staff plan topics and exciting activities which teach children about keeping healthy.

### Outcomes for children are outstanding

Meticulous systems to monitor the progress of individual children and different groups of children are used. This enables managers to identify gaps and implement effective strategies to support all children to achieve their full potential. All children, including children who speak English as an additional language, make rapid progress and are exceptionally well prepared for their next stage in learning and school.

## Setting details

<b>Unique reference number</b>	EY293670
<b>Local authority</b>	Trafford
<b>Inspection number</b>	861484
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Atherton House Nursery Limited
<b>Date of previous inspection</b>	5 August 2009
<b>Telephone number</b>	0161 941 5874

Richmond House Kindergarten was re-registered in 2004. The nursery employs 15 members of childcare staff. Of these, 13 members of staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds Qualified Teacher status. The kindergarten opens from Monday to Friday, all year round. Sessions are from 8am until 5.45pm. The kindergarten provides funded early education for two-, three- and four-year-old children and supports children with English as an additional language.

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