

# Oakenshaw Kindergarten

Oakenshaw Community Centre, Castleditch Lane, Redditch, Worcs, B98 7YB



## Inspection date

8 March 2016

Previous inspection date

10 March 2011

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

- Children make good progress because staff are well qualified and know how children learn. They help children to make use of learning opportunities, both indoors and outside. Staff successfully capture children's creativity and use good teaching skills to help children to reach the next steps in their learning.
- Children are well prepared socially and emotionally for the next stage in their learning. Staff ensure children know what is expected of them and what is happening next. They help children to take responsibility by encouraging them to make choices, be independent and be helpful.
- Children show great curiosity, want to explore new things and are inquisitive. They play and learn independently and alongside their friends. Children are developing the personal qualities that enable them to concentrate and take responsibility for small tasks. These skills support children to be ready for school.
- Leaders and managers are reflective and recognise their strengths and any weaknesses in the provision. There is a strong drive to improve their provision, raise standards and promote the best possible outcomes for children.

### It is not yet outstanding because:

- Staff's professional development is not sufficiently focused on raising the quality of teaching to the highest level.
- Staff are not successful at making sure that all parents know about and understand the plans for their children's future learning.

## What the setting needs to do to improve further

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

- sharpen the focus on performance management and staff's practice, to raise the standard of teaching and promote children's attainment to a higher level
- develop more effective ways of communicating with all parents about the plans for their children's future learning.

### Inspection activities

- The inspector had a tour of the rooms in the premises used for providing childcare. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the kindergarten managers. She looked at relevant documentation, such as, the policies and procedures, planning and assessment files and evidence of the suitability of all staff.
- The inspector completed a joint observation with one of the managers.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff attend safeguarding training and are knowledgeable of the signs of abuse, neglect and any other risks to children. They carefully check children's welfare and take prompt action when they have concerns about a child. Staff check the physical risks in the kindergarten effectively and potential hazards are minimised. This helps to promote children's welfare and safety. A designated member of staff monitors the progress that children make effectively. This helps to ensure that early intervention is made to help children catch up if necessary. The manager and staff sensitively work with parents and other professionals involved with vulnerable children and those with identified needs. Staff are encouraged to attend training to extend their knowledge and skills. This has a positive impact on children's learning.

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

Children enjoy rich and varied activities that motivate them to learn. They have lots of opportunities to make choices in their play. For example, some choose to play with foam and others pretend to cook. Children learn that print carries meaning and they thoroughly enjoy making marks and writing. They show a keen interest in books and have fun retelling their favourite stories. Their thinking skills are effectively promoted when staff ask them questions about why things happen. Children learn to count, compare sizes and solve simple number problems as they build towers with wooden blocks and play with farmyard animals. Children's mathematical development is effectively supported. Children regularly go with staff to collect items during nature walks. They confidently share their experiences with others and describe what they have found.

### Personal development, behaviour and welfare are good

Children are warmly welcomed in the kindergarten, where their physical and emotional well-being are effectively promoted. Staff provide a stimulating and accessible environment, which meets the individual needs of all children. This supports children's independence in readiness for future learning. Children build strong attachments with their key person and settle quickly when they arrive. Relationships with parents are positive. Staff seek their views to find out about their children's backgrounds, interests and abilities. Parents welcome staff's daily feedback about their children's routines, activities and achievements. Effective links with schools help children experience consistency and continuity of care. Children behave well. Staff are good role models and encourage children to share, respect others and value the contributions of others in discussions. Children have regular opportunities to be physically active indoors and go on regular nature walks outside. Staff encourage parents to provide healthy and nutritious options in children's lunchboxes. Staff inspire children to be active and to pursue a healthy lifestyle.

### Outcomes for children are good

All children make good progress from their starting points. They are independent, self-motivated and confident learners who are keen to engage in a range of activities. Children actively share their views. They enjoy learning on their own and alongside others. Children acquire the key skills, knowledge and attitudes that prepare them well for starting school.

## Setting details

<b>Unique reference number</b>	205139
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	854360
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Suzanne Clements & Tracey Tombs Partnership
<b>Date of previous inspection</b>	10 March 2011
<b>Telephone number</b>	0778 798 8189

Oakenshaw Kindergarten opened in 1980. The kindergarten is open Monday to Friday, term time only. Opening times are from 9am to 3.45pm on Mondays, Thursdays and Fridays and from 9am to 1pm on Tuesdays and Wednesdays. There are five members of staff. Of those, one holds Early Years Professional status and three hold qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children.

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