

# Boot Farm Kindergarten

Boot Farm, Wasing Back Lane, Brimpton Common, Reading, Berkshire, RG7 4RG



## Inspection date

6 April 2016

Previous inspection date

11 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Staff plan exciting, challenging projects that capture children's imagination and extend their knowledge and skills. Staff regularly observe children to check what children can do and already know, to inform planning for them. Assessments are sharply focused on each child's needs and effectively include parents and others.
- The key person system is very well established. Children are well settled, confident and independent. Staff model good behaviour and have high expectations of children. Effective care practices mean children's individual needs are well met.
- Leadership at the kindergarten is good. Self-evaluation contributes well to sustaining the highly effective provision. Risk assessments and safety are a priority. Staff place a strong focus on providing high quality learning for children.

### It is not yet outstanding because:

- At times, staff miss opportunities to strengthen children's understanding of mathematical ideas and language through their play.
- Staff do not always make the most of routine times to provide opportunities for children to do even more things for themselves and to learn further about healthy lifestyles.

## What the setting needs to do to improve further

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

- find even more opportunities to introduce mathematical ideas and language into children's play, to strengthen their good early mathematical skills still further
- make the most of routine times to provide even more opportunities for children to do small tasks for themselves, to develop their independence still further and support them to gain an even better awareness of healthy lifestyles.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager and looked at samples of children's assessments and records, and a range of other documentation.
- The inspector held a meeting with the managers and spoke with staff.
- The inspector spoke to a selection of parents, carers and children during the inspection and took account of their views.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the procedures to follow should they have any concerns about a child's welfare. Robustly implemented procedures ensure the premises are safe and secure. Recruitment and selection, and procedures for introducing new staff into the setting, are thorough and help ensure staff's suitability to work with children. Staff are well qualified and they receive good support from managers. They make effective use of the skills gained through regular training to promote children's good progress. Managers regularly monitor the educational programmes and check the accuracy of children's ongoing assessments. They track the progress of different groups of children to ensure none are falling behind.

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

Babies benefit from attentive staff, who sing with them, read books and give them a helping hand as they take their first steps. Children display enthusiasm and become engrossed in their activities as, for example, they explore paint, 'gloop' and dough. Children develop strong communication skills as staff interact sensitively with them at their own level, using clear language that they understand. They ask children questions that invite more than a 'yes' or 'no' answer, to skilfully challenge and extend children's learning. Children's literacy skills and creativity are effectively supported. For example, children make sense of a favourite story and skilfully predict what could happen next. Children apply their learning well to solving problems. For example, they use their knowledge of sizes and shapes to construct a stable tower, and they use the picture on the box to help them complete a jigsaw puzzle successfully.

### Personal development, behaviour and welfare are good

Staff develop strong and trusting relationships with children and their families from the start. Children's confidence and emotional well-being are effectively supported. Staff provide a rich and vibrant learning environment, which supports children to be motivated learners. Children develop well physically as, for example, they test their coordination and balance on the outdoor equipment. They have excellent opportunities to learn about nature through interesting activities, such as hunting for bugs in the garden. Staff help children to understand the importance of respecting others, both in the nursery and in the wider community. Children nurture strong friendships and behave with consideration and thoughtfulness. They take turns, share resources and treat each other with kindness.

### Outcomes for children are good

Children, including those who have special educational needs, achieve extremely well. Children are motivated learners who guide much of their own learning. They show good levels of cooperation and independence. For example, they eagerly help to tidy away and find their own coat and shoes when changing for outside. Older children excitedly join in with group activities where they learn how to link sounds to letters, or begin to write words, such as their names. This prepares them well for the move to school.

## Setting details

<b>Unique reference number</b>	EY219924
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1028797
<b>Type of provision</b>	Full-time 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>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	74
<b>Name of provider</b>	H A B Kindergarten Ltd
<b>Date of previous inspection</b>	11 July 2013
<b>Telephone number</b>	01189 816619

Boot Farm Kindergarten registered in 2002. It operates from a house and converted buildings in a rural setting, near the village of Brimpton, in West Berkshire. It opens five days a week, all year round with the exception of bank holidays and a week at Christmas. Children may attend for a variety of hours between 8am and 6pm. The kindergarten receives funding for the provision of free early education for children aged two, three and four years. The kindergarten also offers 'Boot camp', a holiday playscheme open during all school holidays, with the exception of Christmas. The playscheme operates each weekday from 8am to 6pm. The kindergarten employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3 or above.

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