

The Kindergarten

Wortley Road, Wotton-under-Edge, Gloucestershire, GL12 7JU



Inspection date

8 June 2016

Previous inspection date

29 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The manager and staff are dedicated and committed to offering children a good standard of provision. They have worked together well over the last year to reflect effectively on their practice and make the necessary changes to improve the service they provide.
- Staff provide good opportunities to help children explore their creative ideas as they play and explore. For example, children used their imagination as they constructed using a range of materials to build a fire engine and used this creatively as part of their role play.
- Children are confident, independent and motivated to learn. They achieve well and are well prepared for starting school.
- Relationships between children and staff are good and an effective key-person system is in place. Staff know children well and are warm, caring and attentive.

It is not yet outstanding because:

- Staff provide a limited range of resources that teach children about diversity to help them learn more about the world around them.
- Staff do not use questions consistently to challenge children's thinking even further.

What the setting needs to do to improve further

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

- increase opportunities to teach children about diversity to help them understand more about the world they live in
- challenge children's ideas and understanding consistently to develop the good teaching even further and help children to make the maximum progress.

Inspection activities

- The inspector observed teaching practices and the impact they have on children's learning.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Staff work well in partnership with parents and other providers to meet children's needs. They keep parents informed about their children's progress and well-being, and help them to support children's learning at home. An effective system is in place to monitor the quality of teaching. For example, the manager and staff reflect on practice and identify training to help develop their professional skills further. This has brought about significant improvement since the previous inspection. Safeguarding is effective. Staff have a good understanding of how to protect children and understand the procedures to follow if they have any concerns. The manager has thorough systems in place to monitor children's progress and any gaps in development are quickly identified.

Quality of teaching, learning and assessment is good

Staff plan a range of interesting activities based on children's needs and interests. They provide enjoyable activities that help children to develop their mathematical understanding. For example, children draw around their feet and compare sizes, and they begin to solve simple calculations as they count the number of arms and legs that they give their monsters as they paint. Staff support children's communication effectively. They are actively involved in children's play and listen carefully to what they say. Staff are skilled in helping children to develop their early literacy skills. They provide a range of resources for children to use their writing skills, such as painting signs for the large constructions they have made.

Personal development, behaviour and welfare are good

Children have lots of opportunities to explore and lead their own play in the stimulating learning environment. Staff prioritise children's emotional development. For instance, they help children to explore a range of feelings and talk to them about these emotions. Staff support children's independence well. They give them lots of opportunities to become independent in managing their own needs. For example, children serve nutritious drinks and snacks to their friends and change into wellington boots as needed. Children's good health is supported effectively. They learn about hygiene practices and have lots of opportunities to be physically active.

Outcomes for children are good

All children progress well from their starting points. They develop good literacy skills. For example, they use writing naturally in their play, show an interest in labels on display and ask staff to read these to them. Children develop good social skills and demonstrate a strong sense of teamwork as they play and explore together. They develop good conversation skills. For example, during role play, children express their imaginative ideas to their friends clearly. Children gain the confidence, motivation and skills needed for their next stages in learning and school.

Setting details

Unique reference number	101629
Local authority	Gloucestershire
Inspection number	1020857
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	The Kindergarten Committee
Registered person unique reference number	RP904819
Date of previous inspection	29 June 2015
Telephone number	01453 843371

The Kindergarten registered in 1993. It operates in Wotton-under-Edge, Gloucestershire. It opens Monday, Thursday and Friday from 9am to midday and Tuesday and Wednesday from 9am to 3pm. There are six members of staff, five of whom hold appropriate early years qualifications. The setting receives government funding for children aged two, three and four years.

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