

# St Albans Steiner Kindergarten

Fleetville Community Centre, Royal Road, Hatfield Road, ST ALBANS, Hertfordshire, AL1 4LQ



## Inspection date

19 May 2016

Previous inspection date

28 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not taken swift enough action to provide Ofsted with the requested information about a nominated individual, in order to complete full and relevant checks. Therefore, she has not ensured that the current kindergarten registration is correct.
- The support offered to staff does not always focus on how to constantly improve their very good standard of teaching to promote children's maximum progress.

### It has the following strengths

- Children fully embrace the calm, stimulating environment. They learn strong routines and behave well as expectations are made clear. For instance, they keep their loud voices for outdoors and know staff singing softly indicates that it is time to tidy away.
- The key-person system is effective. Staff use their knowledge of each child to predict how they may respond in different situations. They adapt the environment as necessary to minimise any disruption that may impact on children's emotional well-being.
- Staff use flexible arrangements when children start. Many children join after attending the weekly parent and toddler sessions. This helps to ensure a smooth move into the setting and build upon the secure attachments they have developed with staff.
- Parents are highly passionate about the kindergarten and express the positive influence the environment has had on the whole family. They describe it as an oasis of calm and praise the improved strategies to share information. Parents receive newsletters, attend consultations and are welcomed in to sing and share news at the start of each day.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- ensure that Ofsted are provided with the necessary information as requested, to enable them to carry out suitability checks on the newly appointed nominated individual. 19/06/2016

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

- build upon current support for staff to explore further ways to develop first-rate teaching practice in all areas, and support children to make even better progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children at appropriate times during the inspection.
- The inspector completed several observations of planned activities including the morning welcome activity and daily bread making. She discussed the intentions of these with the kindergarten provider, senior assistant and spoke to all members of staff.
- The inspector held meetings with the kindergarten provider and the senior assistant. She looked at relevant documentation, such as, the self-evaluation form, the parent welcome pack, policies and children's learning records.
- The inspector took account of the views of parents through discussions on the day, completed questionnaires and recently written feedback.
- The inspector saw evidence of the suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

### Inspector

Rachel Pepper

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. All adults working directly with children have undergone full suitability checks. The provider values the skills and knowledge she gains from her other role working with priority families to complement the tailored support that she provides. However, the provider has been aware since January that she needs to make changes to the nominated individual. Although this has been considered, she has taken too little action to provide Ofsted with the requested information to ensure the registration is correct and that relevant checks can be completed. Supervision arrangements highlight staff strengths and areas for development, with many staff planning further study. However, the provider does not always consider further ways to enhance the quality of teaching throughout the kindergarten. The provider and staff regularly review the learning programmes and children's progress. This helps them to source swift advice and support to address identified gaps in children's learning.

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

Staff provide children with a broad range of experiences to support their good progress. Children set out the train tracks to make enclosures and spaces to represent places known to them. They play cooperatively alongside others as they pretend to make phone calls. They take part in regular discussion with staff as they use more complex sentences to link their thoughts. Children use their imagination to move in a range of ways; they pretend to be snails crawling slowly and then faster along the carpet and under the table. Staff use effective methods of observation to gain a clear understanding of the skills children need to develop. They include these within planned activities to facilitate further challenge. For example, children working on dexterity use thread to sew and knead dough for bread. Children show pride in their achievements as staff praise them for their 'beautiful work'.

### Personal development, behaviour and welfare require improvement

The weakness in leadership and management impacts on the judgement for children's welfare. Nevertheless, children enjoy their time in the kindergarten and embrace their imagination and curiosity. They use enriched resources to engage in unstructured play. Children have a strong sense of community as they take part in fundraising events for local charities and wear slippers hand made from adults with learning difficulties. They are encouraged to welcome the diversity of others into their play. Children have regular access to outdoors to enjoy fresh air and exercise as they explore the natural environment. They show their self-help skills as they lay the table for break, pour drinks and hang up their own aprons.

### Outcomes for children are good

Children make good progress from their starting points and gain the essential skills that they need in readiness for school. They develop into confident, self-assured individuals able to wait their turn and follow instruction well. Various projects and individual tasks help them to develop further skills. Children follow the sign language of trained staff and eagerly begin to anticipate the phrases in rhymes and song during group activities.

## Setting details

<b>Unique reference number</b>	123589
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	854163
<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>	3 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	St Albans Steiner Kindergarten Limited
<b>Registered person unique reference number</b>	RP519056
<b>Date of previous inspection</b>	28 June 2011
<b>Telephone number</b>	07712 104510

St Albans Steiner Kindergarten was originally registered in 1982. The setting is recognised by the Steiner Waldorf Schools Fellowship and follows the Steiner education principles. The kindergarten employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including the provider with qualified teacher status. The kindergarten is open Monday to Friday from 9.30am until 12.30pm during school term times. The setting offers an extended session on a Thursday until 2.30pm and holds an open session on Fridays for parents and toddlers. The kindergarten provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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