

# Ipswich Private Kindergarten Limited

901 Woodbridge Road, Ipswich, Suffolk, IP4 4NX



## Inspection date

3 August 2016

Previous inspection date

5 August 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	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 management team has made improvements since the last inspection and the actions have been successfully addressed. Managers have reviewed and updated policies and procedures, so that they are in line with current legislation and guidelines.
- Children benefit from being cared for by a friendly and caring staff team in a welcoming environment. Staff support children as they move from one room to the next. Children demonstrate that they are happy and feel safe and secure at the kindergarten.
- Staff form positive partnerships with parents and carers. They keep them well informed about their child's day. Staff support parents to extend their children's learning at home. For example, they provide a range of books and activities for parents to borrow.
- Children enjoy a broad range of nutritious snacks and meals. They have daily opportunities to be active in the spacious outdoor areas. This helps to promote their good health and supports their physical well-being.

### It is not yet outstanding because:

- There are fewer opportunities to enrich children's awareness of languages other than English, including the additional languages used by children and their families at home.
- The management team does not yet use assessment information to check on the progress of different groups of children, in order to target teaching and monitor the impact of this.
- Staff in the pre-school room, sometimes, complete tasks, such as counting items and preparing simple snacks, which some children could undertake for themselves.

## What the setting needs to do to improve further

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

- provide children with more opportunities to explore languages other than English to extend their learning to the highest levels
- use information from assessments more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching more precisely
- extend opportunities for children in the pre-school room to take on more responsibility for carrying out small tasks for themselves, in order to extend their learning further.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the pre-school room leader to review the quality of teaching within that room.
- The inspectors held a meeting with the managers. They also spoke with staff and children at appropriate times throughout the inspection.
- The inspectors sampled a range of relevant documentation, including records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspectors checked the evidence of the suitability and qualifications of staff.
- The inspectors spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Karen Harris/Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of what to do should they have any concerns about children's welfare. Rigorous recruitment and induction procedures are followed to ensure all staff are suitable for their role. Staff are well qualified and demonstrate a good understanding of how children learn and develop. They ensure that children make good progress from their starting points and keep accurate records of their achievements and progress. The managers regularly monitor these to continually check on the quality of the provision. There are effective systems in place for monitoring staff's performance and supervision. The managers support staff to attend pertinent training courses to extend their knowledge and acquire new skills. Staff use their new knowledge to enhance their practice and improve outcomes for children.

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

Staff provide children with a balanced range of activities to promote all areas of learning, both indoors and outdoors. Children of all ages confidently explore their environment. Babies enjoy sharing books with staff. Older children turn pages carefully as they look at books independently. Staff get to know the children well and have a good awareness of their individual needs. They plan a wide range of activities linked to children's interests and abilities. This contributes to the good progress children make, including those who have special educational needs or disability. Pre-school children enjoy exploring how things feel as they experiment with water and bubbles. Staff get down to children's level as they play alongside each other and share ideas. They interact purposefully, modelling play well and asking effective questions to build on what children already know.

### Personal development, behaviour and welfare are good

Staff gather information from parents when children first start, in order to support them effectively and help ensure they settle quickly. Children are familiar with the daily routines, helping to support their emotional well-being. Babies and younger children often demonstrate kindness to others as they share toys and approach the staff for cuddles. Staff are good role models and manage children's behaviour effectively. They are calm and praise the children appropriately throughout the session. Staff help children to play harmoniously together. Consistent boundaries are in place, so children know what is expected of them. Staff carry out risk assessments of the environment and outings. They complete daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff support children to be well prepared emotionally for their move to school. They arrange for teachers to visit the children at the kindergarten.

### Outcomes for children are good

Children develop the key skills needed for the next stage in their learning, such as starting school. They learn to listen and respond to instructions and have many opportunities to develop their early writing skills. Children make friends, build relationships and learn how to share and take turns. They enjoy group story and singing sessions. Staff work well with parents to put consistent approaches in place if there are any identified areas in the children's development that need support. This ensures that children make good progress.

## Setting details

<b>Unique reference number</b>	251762
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1024844
<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>	86
<b>Number of children on roll</b>	171
<b>Name of registered person</b>	Ipswich Private Kindergarten Limited
<b>Registered person unique reference number</b>	RP519114
<b>Date of previous inspection</b>	5 August 2015
<b>Telephone number</b>	01473 406140

Ipswich Private Kindergarten Limited was registered in 1998. The kindergarten employs 29 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The kindergarten opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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