

The Malvern Kindergarten

10 Pound Bank Road, Malvern, WR14 2DD



Inspection date

4 August 2016

Previous inspection date

28 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders, managers and staff are passionate about delivering high quality care and learning for children. They have taken rapid and effective action to address the significant weaknesses found at the last inspection, particularly those regarding safeguarding, staff suitability, premises and teaching. Children are no longer placed at risk.
- Managers have effective systems to monitor the quality of the provision, teaching and children's progress. They have a clear understanding of the progress children are making. They ensure those children who require additional support receive the help they need quickly so they are not disadvantaged in their learning.
- Regular and thorough supervision of staff is having a positive impact on improving the quality of teaching. Consequently, children make at least the progress expected for their age. Younger children make particularly good progress, especially in their communication and language skills.
- Partnerships with parents are good. Parents are now well-informed of the progress their children are making and how to support their children's learning at home.
- Babies and children are happy, settled and well cared for by their key person. Members of staff are good role models who successfully promote positive behaviour. Children learn how to be safe and healthy, and to behave well.

It is not yet outstanding because:

- The quality of children's learning and development is not high enough when playing outdoors.
- Children do not have enough well-developed opportunities to learn about people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- ensure children make consistently good progress in all areas of learning and development by enhancing the opportunities for them to learn outdoors in a high-quality learning environment
- continue to support staff's professional development to ensure they have the skills to enable children to learn more fully about people and communities beyond their immediate experience.

Inspection activities

- This inspection was carried out by one of Her Majesty's Inspectors.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed two joint observations of activities in the pre-school and toddler room with the manager.
- The inspector held meetings with the Chief Executive Officer, the manager and both deputy managers. The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the setting's self-evaluation, policies and procedures, evidence of the suitability of staff working in the setting, and children's assessment records.
- The inspector viewed written feedback and spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Joy Mumby, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have an accurate understanding of the setting's strengths and weaknesses. Safeguarding is effective. Staff have a secure understanding of the action to take should they have a concern regarding a child or the actions of another professional. Recruitment and induction procedures are robust. Staff ensure children are safe through the effective implementation of risk assessments, good deployment of staff and accurate record keeping. Effective supervision arrangements and access to good quality professional development mean that staff feel supported and valued. Staff promote equality, diversity and British values through clear policies and generally effective practice.

Quality of teaching, learning and assessment is good

Teaching has improved as a result of the high priority leaders have placed on recruitment, professional development and resources. Staff's effective use of the new assessment system means they have an accurate view of children's progress so they are able to plan for their next steps in learning. Any gaps in individual or groups of children's learning are quickly identified and acted on to ensure gaps close and children make good progress. While there are shortcomings in provision for outdoor learning, rooms are well equipped to support children's learning and to meet their needs. For example, in the pre-school area, the 'travel agent' role play area engages children, particularly boys, to talk about where they are going on holiday and why a passport is needed. They are then ready to fly on in their imaginary plane. Babies and toddlers join in enthusiastically with songs and explore textures and colours as they enjoy, for example, the deep blue sea activity. Partnerships with other settings and schools are improving. Transition reports and visits from teachers prepare children well for their move on to school. Children's communication skills, including those who have a speech delay, are well supported.

Personal development, behaviour and welfare are good

Children who have special educational needs or disability are skilfully supported. Staff take advice from specialist services to ensure all children make the best possible progress. Staff use sign language and pictures to enable children to make their needs known. Parents report positively about recent improvements to the provision and communication about their children's learning. Comments such as 'I am really happy, the atmosphere is much nicer, staff have tried hard' is true recognition for the staff team's efforts to improve. Babies and toddlers are secure and explore the environment independently. Children learn about healthy lifestyles and are provided with healthy and freshly prepared meals.

Outcomes for children are good

Children of all abilities make good progress. Most pre-school children recognise and can write their names and count to 20 confidently. They know their colours and happily initiate conversations with adults. As younger children sing rhymes, staff count with them, helping them hear the sequence of number. Staff model clear speech during everyday tasks and activities; they liaise with parents and other professionals to ensure children with communication and language delay are well supported and make good progress. Children develop a good range of skills that prepares them well for their next stage in learning.

Setting details

Unique reference number	EY485749
Local authority	Worcestershire
Inspection number	1047860
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	41
Number of children on roll	26
Name of provider	Malvern Nurseries Limited
Date of previous inspection	28 January 2016
Telephone number	01684 893213

The Malvern Kindergarten was registered in 2015. The setting employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 2, 3, 4 or 6. One member of staff holds Qualified Teacher Status. The setting opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. Support is provided for children who have special educational needs and/or disabilities.

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