

Howley Grange Kindergarten

Howley Grange Kindergarten, Howley Grange Road, Halesowen, B62 0HS



Inspection date	8 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children make good progress in their learning and development. This is because all staff are highly skilled in guiding children's learning as they play.
- The providers are highly motivated. Their vision is to provide high-quality care and learning for children. They value their experienced staff and regularly reflect on practice. Effective systems are in place to monitor the service they provide. This helps them to prioritise what needs to improve and to enhance outcomes for children.
- The key-person system is effective. Children build secure and meaningful relationships with familiar adults. They are emotionally secure and confident in the welcoming, nurturing environment provided by staff.
- The kindergarten has developed strong partnerships with other professionals. This ensures that all children receive continuity in their care and prompt support when needed. Children who have special educational needs or disability receive excellent levels of support.

It is not yet outstanding because:

- Some staff do not consistently use the next steps they identify for individual children's learning to plan rich and varied play experiences that precisely match their learning needs.
- Some activities and routines are not organised well enough to help children maintain their attention, concentrate and wait quietly at appropriate times.

What the setting needs to do to improve further

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

- make full use of information about what children need to learn next to plan more precisely and provide activities that increase the potential for them to make rapid progress in their learning
- organise activities and daily routines more effectively so children are better supported to maintain their attention and concentration and to wait quietly at appropriate times.

Inspection activities

- The inspector conducted a joint observation with the deputy managers.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the co-owner and deputy managers of the provision. She had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at a selection of policies and procedures, which included safeguarding policies, children's developmental records and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, evidence of self-evaluation and the action plan.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

There is a successful system of employment, induction, supervision and appraisal for all staff. This helps ensure their continued suitability and professional development. The staff team is led and managed effectively. They work well together as a coordinated team. Leaders have high expectations for staff's practice. Systems are in place to effectively monitor the quality of staff's teaching. Staff feel well supported. Leaders recognise the importance of continued professional development to promote continual improvements for all staff's practice. The arrangements for safeguarding are effective. Leaders fully understand their responsibilities and follow local authority procedures. Staff are alert to the signs that may indicate that a child is at risk of abuse. They are familiar with the kindergarten's procedures to ensure that children are fully safeguarded.

Quality of teaching, learning and assessment is good

Staff provide an interesting and well-organised environment. They take account of children's interests and what they know about their play from observations. Generally, staff use the kindergarten's systems well to track the progress children make over time. They periodically summarise children's progress and identify next steps in their learning. Staff are highly skilled in describing what is happening and modelling language as children play. This helps to extend children's vocabulary while promoting their understanding. Toddlers use large cardboard boxes to make models. Staff help children to make links between what they know about the world and their ideas. Babies paint and staff chat to them about what they are doing and what it feels like as they explore the sensory activity. This helps them to think and to express their thoughts and ideas. Children learn to link sounds with the letters they recognise. Staff promote number and shape recognition during play and routines.

Personal development, behaviour and welfare are good

Staff engage very well with parents. They take every opportunity to involve parents in their child's care and learning. Staff make the time to talk to parents daily to share information. This means that all children, particularly those who speak English as an additional language, benefit from continuity in their care and learning. Children have the opportunity for outdoor learning in the well-organised outdoor area. Staff promote their good health, well-being and physical skills. Children come together in small groups with their key person. They develop confidence in speaking in a group. Children learn to respect others and their listening skills are promoted as they take turns.

Outcomes for children are good

The manager monitors children's progress, in order to respond to emerging needs and prioritise learning for particular groups of children. This ensures that all children make good progress in their learning and development. Those children who receive funded early education are supported to achieve well. Children are confident, motivated and interested in their play. They learn to develop their own ways of doing things. Children gain the necessary skills and knowledge they will need for when they move on to school.

Setting details

Unique reference number	EY485799
Local authority	Dudley
Inspection number	1005155
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	1 - 10
Total number of places	49
Number of children on roll	97
Name of registered person	Howley Grange Kindergarten Ltd
Registered person unique reference number	RP908335
Date of previous inspection	Not applicable
Telephone number	01214231572

Howley Grange Kindergarten was registered in 2015 and is managed by a company. The kindergarten employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and eight at level 3. The kindergarten opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children. They support children who speak English as an additional language and those who have special educational needs or disability.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

