

Chetwynde Kindergarten

Chetwynde School, Rating Lane, BARROW-IN-FURNESS, Cumbria, LA13 0NY



Inspection date	22 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

- Managers and leaders aspire to improve. They motivate all staff to help them adopt a very clear and focused vision. This places children at the heart of everything they do. Detailed evaluations of practice are very clearly focused on helping to ensure that children have access to high-quality care and learning.
- Children have access to appealing and safe environments where they are inspired to play, learn and develop. Purposeful enhancements, such as the addition of an outdoor classroom, fully support those children who prefer to learn outdoors in the fresh air.
- Key persons are devoted and caring. Their positive praise, continual encouragement and tailored support help children to become independent learners who show high levels of self-confidence.
- Staff are well qualified. They use their good knowledge of how children learn, and information from their accurate observations and assessments, to plan for children's future learning. This contributes towards all children making good progress.
- Partnerships with parents are very good. Staff use effective strategies to keep parents informed of their children's learning and progress. They provide many opportunities to help parents extend their children's learning at home. These include home-learning displays, a sound of the week table and parents' free access to children's learning files.

It is not yet outstanding because:

- Managers and leaders have not fully explored all continuous professional development opportunities to enhance teaching practice to the highest level.
- On occasions, staff do not organise some group activities precisely enough to fully engage different groups of children.

What the setting needs to do to improve further

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

- explore a wider range of continuous professional development opportunities and provide a sharper focus on enhancing teaching practice to the highest level
- consider more precisely how some group times are organised and enhance learning experiences for all children.

Inspection activities

- The inspector had a tour of the areas of the kindergarten and the out-of-school club.
- The inspector observed children during their freely chosen and group-time activities, both indoors and in the outside classroom.
- The inspector held discussions with one of the directors, the manager, the staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager during an adult-led activity.
- The inspector examined a range of documents, including evidence of suitability, a record of staff qualifications and training, policies and procedures, health and safety documents, the provider's self-evaluation documents and children's learning files.
- The inspector took account of the views from parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good knowledge of the procedures to follow to protect a child's welfare. Recruitment procedures are robust. Effective safety measures, such as close monitoring of all play areas, contribute towards all risks being effectively minimised. Overall, staff performance is monitored well. Regular supervisions and peer observations contribute towards identifying what staff do well and what needs to be improved. Effective tracking analysis swiftly highlights and supports any emerging gaps in children's learning. For example, staff have recently enhanced outdoor areas with a wider range of materials. This includes tyres, planks of wood, sticks, and stones for children to use to build and balance. This has helped to enhance children's ability to manage risks for themselves. Staff value the feedback they receive from children, parents and others, and actively use this to drive improvement.

Quality of teaching, learning and assessment is good

Staff take account of events that are taking place, such as the Olympics, and plan activities that broaden children's knowledge of their wider world. Children are keen to explore sensory materials, such as coffee. They learn how materials change when combined together with other substances, such as water. Staff's good use of questions contributes towards children making predictions, describing textures and reflecting on their own experiences. Additional resources, such as books and globes, are used to help children understand where different resources come from. Staff promote children's early counting well. Children identify when two groups of objects have the same number. They respond well to staff who ask them to count an irregular arrangement of objects.

Personal development, behaviour and welfare are good

Key persons form good relationships with children during settling-in sessions that are tailored to their needs. Staff are on hand to help children adopt customs and routines that they will become more familiar with at school. For example, children actively self-register as they arrive, line up before lunch and enjoy taking books home to read with parents. Staff act as good role models. They promote their golden rules and encourage children to share and take turns during activities, such as rhyming games. Effective strategies, such as good news sheets, help children to celebrate each other's achievements. Children are eager to complete tasks, such as cleaning up spills, to enhance their awareness of keeping themselves and others safe. Staff provide regular visits to areas of interest in the local community, such as the beach and castle.

Outcomes for children are good

All children make good progress. Children are motivated and enthusiastic learners who enjoy challenging themselves to develop their skills. They are confident and eager to communicate with other children and adults to express their thoughts, opinions and interests. Children show respect for others, demonstrating the ability to listen and form friendly relationships. This prepares children with the skills they require for their next stages in learning, including school. Children who attend the out-of-school club happily engage in a wide range of exciting themes that complements their learning at school.

Setting details

Unique reference number	EY490738
Local authority	Cumbria
Inspection number	1018026
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	3 - 11
Total number of places	45
Number of children on roll	59
Name of registered person	Our Lady's Preparatory School Limited
Registered person unique reference number	RP905528
Date of previous inspection	Not applicable
Telephone number	01229 824210 ext 124

Chetwynde Kindergarten was registered in 2015. The kindergarten employs 12 members of childcare staff. Of these, eight staff hold appropriate early years qualifications with seven at level 3 and the manager with a degree in Early Years and early years professional status. The kindergarten opens from Monday to Friday, all year round, with the exception of bank holidays and one week over the Christmas period. Sessions are from 8.30am until 3.30pm. Before-and after-school care are offered each weekday during term time from 7.30am to 8.30am and from 3.30pm to 6pm and a holiday club operates during the school holidays from 8am to 6pm within Chetwynde School. The kindergarten provides funded early education for three- and four-year-old children.

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