

# Hipswell Village Kindergarten



The Old School, Hipswell, Catterick Garrison, North Yorkshire, DL9 4BB

<b>Inspection date</b>	2 September 2016
Previous inspection date	18 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 setting leaders are passionate, highly qualified and have a clear vision of quality. They strive to ensure that all staff focus on providing the best possible care and education for all children.
- Teaching is good. Staff know children well and use very effective planning systems to ensure that children meet their next steps in learning. This helps all children to progress well from their starting points.
- The setting leaders are committed to continually improving and seek the views of children, parents and staff to help them plan for development. Parents feel that their feedback and suggestions are quickly addressed and that communication is excellent.
- Children's behaviour is exceptional. Staff support them to be independent, to do things for themselves, take responsibility for their actions and to be considerate to others. Children are happy, make strong friendships and play cooperatively together.
- Children are well supported when they start in the setting. Staff gather information from parents to help them provide the right learning environment for children and continuity of care. This helps children settle quickly and feel secure.

### It is not yet outstanding because:

- Although supervision systems work well, individual targets do not always focus precisely enough on what staff need to do to further improve their practice and outcomes for children.
- At whole-group time, staff do not always ensure that children are ready and able to take part fully, before they start an activity.

## What the setting needs to do to improve further

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

- strengthen good supervision systems further and ensure that all targets for staff are precisely focused on improving practice and outcomes for children
- review the organisation of whole-group activities to ensure that, before starting, all children are fully engaged and ready to learn.

### Inspection activities

- The inspector took a tour of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to the setting leaders, staff, children and parents during the inspection.
- The inspector observed children indoors and outdoors, and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments, staff qualifications, induction, supervision and training records, children's records and evidence of suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they have concerns about a child's welfare or development. Policies and procedures are evident in practice and risk assessments are used to minimise dangers. Children are well supported to assess risks for themselves. For example, they can explain why they must take care as they leave the setting to walk to the outdoor play spaces. Good systems are in place for the safe recruitment, induction and ongoing support of staff, who have many opportunities to learn and develop. The achievements of individuals and groups of children are tracked to help staff meet gaps in their learning or to highlight specific needs, which are addressed. Strong partnerships with health professionals, the local authority, social care and schools help to ensure that children's needs are met well.

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

Staff are well qualified and help all children enjoy learning. They support children who have special educational needs or disability very well. Parents feel valued and encouraged to share children's achievements at home. This helps staff develop an accurate assessment of children's overall progress. Children develop good communication skills, think for themselves and solve problems. Outside, the older children are challenged to make decisions, share and test out their ideas. Inside, younger children engage in role play, which helps them to make sense of the world around them. A range of interesting texts is used to help children develop an interest in books. Mathematical understanding is promoted across the nursery. For example, staff skilfully support children to learn how things work, make predictions and count as they wait for their toy toast to pop up. This helps children to begin to think about and understand time. Staff provide high-quality resource packs for families to use at home to extend children's learning even further.

### Personal development, behaviour and welfare are good

The environment is calm, well organised and conducive to learning. There are a number of outdoor spaces, which staff use to help children to enjoy and develop an understanding of the natural world. Displays celebrate children's work, reflect their interests and experiences. A range of good quality resources, tools, toys and equipment are available and encourage exploration and investigation. Children confidently explore their environment, making choices and leading their own learning. Staff use praise appropriately to help children to feel valued. Staff promote good standards of care and hygiene. Children are provided with nutritious meals, have easy access to drinks and dietary needs are met well. Children learn about the importance of regular fresh air and exercise, and begin to understand how to make healthy lifestyle choices.

### Outcomes for children are good

All children make good progress from their starting points. Staff use funding to ensure that gaps in achievement are reduced and outcomes for children are improved. Children are very well supported to develop the confidence, skills and knowledge they need for school. Staff help children to learn to work individually and as part of a team. This helps them to cope very well when they move on from the setting.

## Setting details

<b>Unique reference number</b>	EY292546
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1064625
<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 - 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Kirsty Amanda Walker
<b>Registered person unique reference number</b>	RP514527
<b>Date of previous inspection</b>	18 October 2013
<b>Telephone number</b>	01748 830 834

Hipswell Village Kindergarten was registered in 2004 and is privately owned. The setting employs 19 members of childcare staff. Of these, four hold appropriate early years qualifications at degree level, one at level 4 and 14 at level 3. The owner and manager also have early years professional status. The setting opens from Monday to Friday and all year round. Sessions are from 7.30am until 6pm and the nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs or disability.

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