

# The Kindergarten

The Church of the Holy Sepulchre, Church Lane, Northampton, Northamptonshire,  
NN1 3NL



## Inspection date

Previous inspection date

8 September 2016

15 September 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Assessments of children's development do not show children's starting points or the progress they make over time.
- Staff do not receive regular supervision and the monitoring of the quality of teaching is not robust enough to ensure any weakness in staff practice is identified and addressed quickly.
- Confidential information relating to staff recruitment and suitability is stored away from the setting, therefore, this is not available for inspection.

### It has the following strengths

- Interaction and encouragement from staff are good and there are positive relationships between adults and children throughout the setting. Staff make sure children are ready for the next steps in their learning.
- Staff support children who speak English as an additional language and children who have special educational needs and/or disabilities well. The setting has positive working relationships with other agencies and works with them to support the needs of the individual children they care for.
- Partnership with parents is good. Parents are happy with the care their children receive. Staff offer support and advice on how to further promote learning opportunities within the home environment.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ ensure assessments of children's development show children's starting points and the progress they make over time	16/09/2016
■ take steps to develop supervision arrangements to ensure they support staffs continuous improvement and personal effectiveness	16/09/2016
■ ensure records relating to staff recruitment and suitability are stored securely and that they are available for inspection	16/09/2016

## Inspection activities

- The inspectors observed the quality of teaching and the impact this has on children's learning.
- The inspectors looked at relevant documentation, such as policies and procedures, planning and assessment records and evidence of the suitability of staff working in the nursery.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspectors carried out joint observations with the nursery manager.
- The inspectors spoke with the registered provider/manager, staff and children at appropriate times throughout the day.

## Inspectors

Diane Stone / William Good

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding arrangements are effective. Staff have a good understanding of how to safeguard children in their care. A good range of policies and procedures support staff practice. Staff are deployed effectively across the setting to ensure that the needs of groups and individual children are met. The procedure for recruiting new staff is robust. However, there are gaps in recording information about references and this documentation is not easily accessible. The staff team work together very closely and are confident to raise anything of concern with the manager. However, supervision arrangements for staff are not fully embedded and do not ensure that staff have suitable opportunities to discuss their own development or talk about the children they have key responsibilities for.

### **Quality of teaching, learning and assessment requires improvement**

Staff are interested in what children say and respond positively to their conversations. Staff ask questions and give children time to respond, supporting them to develop their thinking and communication skills. For example, when looking at a book with a child they used questions to encourage a child to think about what they were seeing and what they thought the fireman was doing. The child was encouraged to make links to things in their own environment as they spoke about reflective strips on the fireman's outfit and the reflective jackets they wear on outings. Children who speak English as an additional language or who are not yet communicating confidently are supported in their communications. Staff use pictures of common objects to reinforce the words being used, encouraging children to try to say the words and helping them make links between words and objects. Observations of children show what they can do and planning takes into account group and individual next steps for children. However, assessment of children's progress is not robust enough and it is difficult for staff to see what progress children are making.

### **Personal development, behaviour and welfare are good**

Staff have very good relationships with the children. Children behave well and staff praise their efforts. Settling in periods are adapted to take account of children's individual needs and staff are very caring towards children, providing comfort and support as needed. Staff offer appropriate levels of support during activities and give them time to practice and try out different ways of doing things. Children's independence skills are well promoted. Older children are encouraged to make choices about what they want to eat and drink, and wash their hands. Younger and older children are asked to help clear activities away and praised for their efforts.

### **Outcomes for children require improvement**

Children are well supported in their transition to school. The setting provides opportunities for children to explore what this might mean for them through role play, books and support to be independent. Local schools are invited into the setting to see children who will be moving up to school, further supporting children's emotional wellbeing.

## Setting details

<b>Unique reference number</b>	EY248015
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1047833
<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>	53
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Jodi Donnell
<b>Registered person unique reference number</b>	RP513284
<b>Date of previous inspection</b>	15 September 2015
<b>Telephone number</b>	01604 631033

The Kindergarten was registered in 2002. There are 12 members of childcare staff. Of these, 9 members of staff hold appropriate early years qualifications ranging from level 2 to level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The setting is in receipt of nursery education funding for two-, three- and four-year-old children.

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