

# Leaside Under Fives Kindergarten

Leaside Church Hall, Ware, Hertfordshire, SG12 9BT



<b>Inspection date</b>	21 November 2016
Previous inspection date	19 November 2012

<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

- Ongoing risk assessments are consistently carried out in the areas used by children. Staff identify any potential risks and swiftly put in place safety measures. This helps to ensure that the kindergarten environment remains safe for children to play in.
- The quality of teaching is good. Young children are encouraged to talk with staff about numbers that are important to them, such as the age of their siblings. They learn in context as they enthusiastically count how many fingers a member of staff is holding up.
- Parents are encouraged to give their views about the service provided through daily discussions, annual questionnaires and the committee's parent representatives.
- Children enjoy a balanced range of snacks. Staff involve them in discussions that help them to learn about healthy lifestyles.
- Staff successfully reflect on their practice and feel confident to share new ideas. These contributions help the manager make informed decisions about how to effectively plan for continuous improvements.

### It is not yet outstanding because:

- At times, some staff step in too quickly during children's activities to redirect their learning. This does not allow children sufficient time to persevere at tasks and develop their own ideas.
- The manager does not fully promote effective strategies to encourage parents to share information about their children's achievements at home. This does not help staff to develop a broader understanding of the children's abilities.

## What the setting needs to do to improve further

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

- provide children with more opportunities to link their thoughts during adult-led activities and to develop their perseverance and own ideas
- extend the good communication with parents, exploring ways for them to share information about their children's learning and development at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held discussions with the provider, children and staff. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of those working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete regular child protection training. They recognise the signs of abuse and know what action they must take if they have any concerns. There is always a designated person available to provide support and advice to staff if needed. Staff teaching practice is monitored by the manager, who provides written feedback to help support their ongoing professional development. The manager and her staff monitor children's progress and identify when action is needed to close any gaps in learning. Parents report that their children are happy in the kindergarten. They also think that the staff are cheerful, friendly, approachable and open.

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

Children are provided with a wide range of interesting activities that they can independently get involved in. Children show creativity as they play with sand. They make a bed for their dinosaur figures and then lay them down to sleep. Children are learning to use tools and objects with increasing control. They use very good hand-to-eye coordination and develop small muscles as they methodically cut up fresh vegetables, as part of their role play. Children demonstrate their growing communication and language skills. They use descriptive words as they tell staff what they are doing and explain that some vegetables are harder to cut than others. Young children learn simple mathematics. Children enjoy looking at books, discussing the text and pictures with their key person. Staff follow procedures for observing and assessing children on a regular basis. They take children's stage of development and interests into account when planning stimulating learning experiences.

### Personal development, behaviour and welfare are good

Children are well behaved. They relish the positive praise received from staff and are eager to share some experiences with them. Staff effectively support children to learn about how to keep themselves safe. During outdoor play, they talk to young children about being careful as they climb large play equipment. Children respond well to this and adjust their actions, waiting until the child in front of them has used the slide, before they attempt to climb on. Children confidently explain that washing their hands stops them getting 'bugs' and a 'tummy hurt'. Children enjoy a balanced range of snacks. Staff involve them in discussions that help them to learn about healthy lifestyles. Many children show good independence as they competently pour water from a jug into a cup.

### Outcomes for children are good

All children, including those who speak English as an additional language, are making good developmental progress. Children show good concentration skills during self-chosen activities. They skilfully propel small wheeled toys along using their feet and are able to safely steer around equipment in their path. Children make firm friendships and like playing games and spending time together. They are effectively acquiring the key skills needed to move on to the next stage of their development or school.

## Setting details

<b>Unique reference number</b>	EY446779
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1060213
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Leaside Under Fives Kindergarten Committee
<b>Registered person unique reference number</b>	RP905066
<b>Date of previous inspection</b>	19 November 2012
<b>Telephone number</b>	01920 485502

Leaside Under Fives Kindergarten was registered in 2012. The kindergarten employs 13 members of childcare staff, of these 10 members of staff hold appropriate early years qualifications at level 2 and above. The kindergarten opens Monday and Wednesday from 9am until 3pm and Thursday and Friday from 9am until midday during term time only. The kindergarten provides funded early education for two-, three- and four-year-old children. It currently supports a small number of children who speak English as an additional language.

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