

The Kindergarten

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



Inspection date

Previous inspection date

26 June 2017

8 September 2016

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:

- The quality of teaching is not consistently strong across the nursery. Staff do not plan and provide enough challenge to help older pre-school children make good progress in their learning, particularly in mathematics and literacy.
- The manager evaluates aspects of her provision and includes the views of others, such as observations made by the local authority adviser. However, she does not monitor the impact of improvements made to ensure these are prompt and specific enough to sufficiently address weaknesses and to ensure her provision is consistently good.
- Staff do not fully support parents to consistently extend their children's learning at home.

It has the following strengths

- Staff work well to ensure that children experience consistency in care routines and have their emotional and physical needs met in a way that reflects children's preferences and individual personalities. For example, staff notice when their key children need reassurance and provide cuddles and a secure base from which to explore.
- Staff help children to explore their local community in many ways, such as through regular visits to their local library and parks.
- Children under three years old make good progress in the setting. Staff are successfully focused on supporting and closing any gaps these children may have in communication and language.

What the setting needs to do to improve further

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

Due Date

- improve the planning of activities and teaching for older children to provide a consistently appropriate level of challenge across all areas of learning, with particular regard to mathematics and literacy. 26/06/2017

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

- improve self-evaluation processes so that improvements are prioritised, implemented and monitored to review the impact on the overall quality of practice
- extend the information and guidance given to parents to help support their children's progress further.

Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the manager, staff, children and a local authority adviser.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the manager has improved supervision arrangements for staff. However, the quality of their teaching is variable. The manager has not evaluated the effectiveness of such improvements to ensure that the quality of teaching for all children is good. That said, she continues to move forward and benefits from support from the local authority. She has successfully addressed the actions raised at her last inspection. For example, the manager checks all children's progress from their starting points. She works well with other professionals to address any significant gaps in children's learning and development. All recruitment records are available for inspection. Safeguarding arrangements are effective. Staff have a good understanding of child protection issues and how to safeguard children in their care. The manager ensures that parents receive regular information about their children's care and experiences in the setting.

Quality of teaching, learning and assessment requires improvement

Teaching requires improvement because staff do not consistently provide sufficient opportunities for older pre-school children to develop their early reading, writing and mathematical skills. Planning for pre-school children is not linked closely enough to staff's observations of the achievements of some individual children. As a result, some activities lack a good level of challenge and, on occasion, staff take on a supervisory role rather than being actively engaged in helping the pre-school children to learn. Younger children receive more consistent support to develop good social, physical and communication skills. The activities that staff provide for these children are consistently relevant to their interests and successfully build on their previous learning.

Personal development, behaviour and welfare are good

Staff have very good relationships with the children. Staff teach children to behave well and they praise their efforts and achievements. Children are confident and settle well. Staff seek information from parents to provide good continuity in the way they care for babies and toddlers. Children are able to sleep or rest according to their needs. Staff provide a stimulating and welcoming environment. Children learn to follow healthy lifestyles, such as being active and engaging well in physical play, including riding bikes. Staff remind children about how to keep themselves safe during routines and play.

Outcomes for children require improvement

Most children make steady or good progress in their learning from their starting points. However, older children do not make the best possible progress, particularly in mathematics and literacy, as they are not challenged enough to help them meet their milestones. Despite this, they are learning skills needed for school. All children are able to listen and follow instructions. They develop strong friendships and communicate well.

Setting details

Unique reference number	EY248015
Local authority	Northamptonshire
Inspection number	1073308
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	58
Number of children on roll	30
Name of registered person	Jodi Donnell
Registered person unique reference number	RP513284
Date of previous inspection	8 September 2016
Telephone number	01604 631033

The Kindergarten registered in 2002. There are seven members of childcare staff, six of whom hold appropriate early years qualifications at level 2 or 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.

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 2017

