

# Kate's Kindergarten

74 Smiths Lane, Hindley Green, WIGAN, Lancashire, WN2 4XR



## Inspection date

11 January 2018

Previous inspection date

23 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the provider and manager have worked hard to implement substantial and successful changes to improve outcomes for children. For example, they have developed the planning of children's activities to enable staff to provide focused, individual support for children and subsequently improve the quality of teaching and learning.
- Children demonstrate high levels of self-esteem. They are confident and motivated learners who enjoy all aspects of kindergarten life. They choose what they want to play with and are continuously encouraged to explore and investigate.
- Partnerships with parents are very good. The manager and staff keep parents fully informed about children's progress and guide them on how they can support children's learning at home. Parents comment that the manager and staff are very supportive. They value the care and learning their children receive.
- The provider, manager and staff team have worked hard since the last inspection, addressing all actions and recommendations raised. They effectively evaluate the kindergarten regularly and recognise strengths and any areas for further development in order to maintain children's good outcomes.

### It is not yet outstanding because:

- The manager has not yet fully analysed the progress that different groups of children make to help extend children's learning.
- Occasionally, staff do not utilise spontaneous opportunities that occur during children's play to maximise their learning and development.

## What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress further to include different groups of children
- maximise opportunities as they arise to further extend children's learning and development.

### 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 observation with the kindergarten manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the kindergarten's action plans and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Considerable changes have been made to the support that staff receive. For example, regular and purposeful supervision meetings are held to discuss their practice and identify any training needs. Furthermore, the manager frequently observes staff and ensures that they understand their roles, offering coaching as required which improves their practice and advances outcomes for children. Safeguarding is effective. Staff have a robust understanding of their roles and responsibilities in protecting children from harm. They have a good knowledge of the signs and symptoms with regard to child protection and who to report their concerns to. The manager and staff team understand the importance of working together to address any gaps in children's learning. Staff liaise effectively with external partners and local schools. This supports quick and seamless interventions for children who may require additional support.

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

Staff have recently attended training to help to bring about improvements to the observation, planning and assessment of children's learning. They record purposeful observations and use this information to identify challenging next steps for children. Staff are skilled at supporting children's emerging language skills. They offer a running commentary during play and ask open-ended questions that encourage children's language and thinking. Staff model how to use tools, for example, when playing with dough. They talk about shapes, colours and introduce simple mathematical concepts, such as counting. Children concentrate and persevere on their chosen activities, for example, as they master the use of scissors.

### Personal development, behaviour and welfare are good

Flexible settling-in sessions and a successful key-person system help to ensure that children settle quickly and their emotional needs are met well. Children's behaviour is good. Staff offer clear and consistent reminders and are good role models. Children relish the responsibilities they are given as they help to tidy away and serve meals and snacks. They learn about the importance of developing a healthy lifestyle and take part in regular outdoor play. Babies enjoy baby movement sessions to music that help to develop their senses, balance and strength. Older children confidently manage risk as they negotiate the space available in the large and well-resourced garden. They balance on planks and climb small tree stumps, developing their physical skills.

### Outcomes for children are good

Children are making good progress in their learning and development and are developing the skills and attributes required for the next stage in their learning and school. Babies delight in sensory activities as they explore the texture of sand. Toddlers emerging literacy skills are nurtured through interactive stories and rhymes. Older children begin to listen for letter sounds as they recognise familiar objects. Children thoroughly enjoy the time they spend in this warm and welcoming kindergarten.

## Setting details

<b>Unique reference number</b>	EY343063
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1086677
<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>	49
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Kate's Kindergarten Limited
<b>Registered person unique reference number</b>	RP911156
<b>Date of previous inspection</b>	23 February 2017
<b>Telephone number</b>	01942 259 870

Kate's Kindergarten registered in 2003. The kindergarten employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including two at level 5. The kindergarten opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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