

Red River Kindergarten

Gweal An Top Old School, School Lane, Redruth, Cornwall, TR15 2ER



Inspection date

19 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff work very closely with parents, other settings children attend and professionals involved in children's lives, to provide complementary care and experiences. Children quickly settle and are confident in the calm, welcoming and nurturing environment. They develop secure relationships with staff and each other. For example, older children happily offer support and help the younger ones.
- Staff know the children well and provide challenging activities. They monitor children's progress effectively. They identify those in need of additional support and provide effective support. All children make good progress from their starting points.
- Staff provide good opportunities for children to learn about their world in meaningful ways. Children develop a strong sense of independence and belief in their own abilities. Staff skilfully encourage children's interest and curiosity as they explore and use sand, flour, bread dough, grinding mills and tongs, for example.
- The provider involves and supports staff well to reflect on and evaluate their practice. They work well together to continually develop and improve their provision.

It is not yet outstanding because:

- The provider does not ensure that children follow consistently good hygiene procedures, for example, when using the communal hand towel to dry their hands, to reduce the risk of cross-infection and help children gain a better understanding of healthy practices.
- Organisation of the room limits the number of children who can enjoy and join in spontaneous story times in comfort.

What the setting needs to do to improve further

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

- follow more consistently good hygiene routines to reduce the risk of cross-infection, to support children's health and help them gain a better understanding of keeping healthy and well
- improve organisation of the room to enable all children to enjoy and comfortably join story times.

Inspection activities

- The inspector observed staff and children in the playrooms and the outdoor play area.
- The inspector held discussions with the provider and staff at convenient times.
- The inspector sampled documentation, including planning, children's progress records and staff suitability checks.
- The inspector discussed an activity with the provider, to assess the quality of teaching and its impact on children's learning and development.
- The inspector took account of the views of parents spoken to on the day and written views provided at the setting.

Inspector

Lynne Bowden

Inspection findings

Effectiveness of the leadership and management is good

Self-evaluation is effective. The provider constantly reflects on the quality of the provision. She has made positive changes since registration, which have resulted in adjustments to routines to meet individual children's needs and an increased emphasis on developing strong partnerships with parents. The provider supports staff well and encourages them to contribute to developing action plans and attending ongoing training, to build on their good teaching skills. Safeguarding is effective. The provider and staff are knowledgeable about what to do if they have any safeguarding concerns.

Quality of teaching, learning and assessment is good

Staff use assessments and observations well to monitor children's progress and identify next steps. They seek and share information with parents and other providers very effectively. Staff skilfully develop children's skills and knowledge through enjoyable and interesting activities. They skilfully introduce vocabulary and mathematical concepts, such as heavy and light when using scales. Children help staff make bread. They learn how machinery works and where foods come from as they explore how to use a hand mill to grind corn into flour for the bread dough. Older children watch and listen intently when taught how to create individual plaited bread buns, developing good coordination. Staff engage children in challenging activities that help them to solve mathematical problems well. For example, children guess how many objects are under a bowl, and staff give clues by informing them if the amount is more than or fewer than so that children find the correct number. Staff reinforce children's recognition of shape well. They hand out 'tickets' for a puppet show, each with a shape on and children have to find the matching shape on the benches, where they happily sit down in anticipation of the show.

Personal development, behaviour and welfare are good

Children have a strong sense of security. They are familiar with the routines and have close relationships with staff. Staff support children's safety well. They clearly explain why some actions might be dangerous and help children to identify and manage risks well. Children learn to take responsibility for safety, checking with staff when they see something that they think might present a potential hazard. Children behave well. Staff gently but firmly reinforce expectations of good behaviour. All children show concern for others and are happy to help. Children learn about and respect differences and diversity through daily activities and discussions. Children benefit from daily outdoor physical play and sociable nutritious meals.

Outcomes for children are good

Children develop strong social, independence, communication and mathematical skills. They work and play cooperatively and purposefully. Children listen attentively, and confidently ask questions and express their wishes and views. Children gain a secure understanding of number order, including the concepts of more than and fewer than. Children are curious and enjoy learning. They gain good skills that prepare them well for their future learning.

Setting details

Unique reference number	EY494426
Local authority	Cornwall
Inspection number	1027423
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 7
Total number of places	16
Number of children on roll	24
Name of registered person	Louise Nicole Batters
Registered person unique reference number	RP905690
Date of previous inspection	Not applicable
Telephone number	07759352638

Red River Kindergarten registered in 2015 and is a privately run provision. It is situated at Gweal-an-Top Old School in Redruth. The kindergarten has its own base room and toilet facilities. There is shared access to enclosed outdoor play areas. The owner/manager has a relevant childcare qualification at level 3. She employs four members of staff. Of these, three have childcare qualifications, including one who is a qualified teacher, one who has a degree and one who is qualified at level 3. The other is working towards her level 3 qualification. The kindergarten follows the Steiner Waldorf philosophy and curriculum. It is open Monday to Thursday from 10am until 3pm, in term time only.

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