

# German Kindergarten North Dulwich

ST FAITHS COMMUNITY CENTRE, Red Post Hill, London SE24 9JQ



<b>Inspection date</b>	3 October 2018
Previous inspection date	21 July 2014

<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 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

### The provision is good

- Staff support a smooth settling-in process for children. They work closely with parents to help support individual children's emotional needs. Young children build close relationships with the staff. Older children make special friendships and enjoy sharing their experiences with others.
- Self-evaluation is effective. The team has successfully addressed previous recommendations. For instance, staff have strengthened the learning programme for children's communication and language development. Improvement action is successful.
- Staff support children's early literacy skills well. Young children learn to join in repetitive phrases during story reading activities and older children learn to identify letter sounds. Children are prepared well for the next stage in their learning.
- Staff provide opportunities for children to learn to make decisions. For instance, prior to tidy-up time they support children to discuss and decide how they plan to share responsibilities between themselves. Children then work extremely well as a team to put away the toys. Children build on their independence.

### It is not yet outstanding because:

- Processes to monitor the progress made by different groups of children are still being developed.
- Staff do not fully support opportunities for children to build on their early understanding of technology.

## What the setting needs to do to improve further

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

- strengthen processes to monitor the progress made by different groups of children, to help target improvements even more effectively
- increase opportunities for children to build on their early understanding of technology.

### Inspection activities

- The inspector observed the children and how staff interacted with them.
- The inspector took account of the views of staff, parents and children.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector observed an activity with the manager and assessed the arrangements for staff supervision and training.
- The inspector held discussions with the provider and manager at appropriate times.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of leadership and management is good

The provider and manager are ambitious and guide the staff effectively to achieve good standards in the quality of teaching, learning and care. They supervise staff regularly and identify training needs that help to improve outcomes for individual children. Staff use their knowledge and skills effectively, for instance, to identify and support individual children's learning styles. Successful information sharing with parents, professionals and other settings that children attend helps staff to identify and reduce gaps in children's learning. Overall, the management team monitors individual children's progress well. Safeguarding is effective. The manager ensures that staff understand the setting's policies and procedures with relation to safeguarding. Staff know how to identify and report child protection issues.

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

Staff support children's creativity and imagination very well. They provide interesting opportunities for children to learn to create their own stories, based on imaginary characters. They help children learn to use simple representations, such as drawings to communicate their ideas of houses for imaginary characters. Staff support children's communication and language development effectively. All children, including those who speak English as an additional language, benefit from consistent opportunities to build on their vocabulary. Staff provide a range of opportunities for children to learn about the natural world. For example, following a discussion about the autumn season, children learn to rake the leaves in the outdoor area.

### Personal development, behaviour and welfare are good

Staff promote an inclusive ethos and all children and their families feel valued. Staff support opportunities for children to share experiences that are special to themselves and their families. For example, children bring objects from their home and are eager to show these to others at group time. Staff invite parents and grandparents to the setting, for instance, to read stories to the children. Staff work closely with parents to help support children to learn to make healthy choices. Children thoroughly enjoy playing in the fresh air and benefit from a range of opportunities to build on their physical skills. They behave well and learn to wait for their turn, such as when using bicycles and tricycles in the garden. Children are confident and develop positive self-esteem. They are willing to try new activities, such as walking on balancing equipment, and respond well to praise.

### Outcomes for children are good

Children learn to care for their personal needs. For instance, they look outside to assess the weather and decide what they should wear to keep themselves warm and safe during outdoor play. Young children develop an understanding of routines. They identify their photograph on arrival and transfer it to a designated display board to register their attendance. Older children build on their mathematical development. For instance, they learn to count how many children and staff are present. Children are prepared well for the next stages in their learning and their move to school.

## Setting details

<b>Unique reference number</b>	EY469412
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10069940
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	German Kindergarten London Ltd
<b>Registered person unique reference number</b>	RP910335
<b>Date of previous inspection</b>	21 July 2014
<b>Telephone number</b>	07930157656

The German Kindergarten registered in 2013. It is open between 9am and 3pm from Monday to Friday, during term time only. The provider employs six members of staff, four of whom hold childcare qualifications at level 6. The provider receives funding for free early education for children aged three years.

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