

Sunlands Kindergarten

Gannicox House, 57 Cainscross Road, Stroud GL5 4EX



Inspection date	18 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 get to know children's individual personalities well. Children are settled and happy. They develop strong, positive relationships with the staff and each other.
- Staff provide interesting resources and activities throughout the environment, which motivate children's curiosity, particularly in the outdoor play area.
- The experienced staff analyse observations of each child to develop individual learning plans which all staff share. This helps identify which children require extra support or extension. All children make good progress.
- Staff establish positive relationships with parents and keep them fully involved in their children's learning. For example, they share children's achievements daily and hold regular parents' meetings and workshops.
- Staff have a good understanding of their role and responsibility to protect children from harm and safeguard their welfare. For example, even though the setting has a partial exemption relating to information and communication technology, staff provide parents with informative advice and online links about the safe use of technology for children.

It is not yet outstanding because:

- Although staff teach children about keeping safe effectively, they miss some opportunities to help younger children develop their understanding of risk and healthy lifestyles.
- Although the manager observes staff practice, she does not precisely focus staff professional development and training on consistently raising the quality of teaching further to develop children's learning even more.

What the setting needs to do to improve further

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

- make the most of opportunities for younger children to develop their awareness of safety and good health and hygiene practices
- strengthen staff professional development and training to focus more precisely on raising the quality of teaching and children's learning even further.

Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors, and looked at the available resources.
- The inspector held discussions with the manager about leadership and management, safeguarding, and how they evaluate practice.
- The inspector held discussions with parents and took account of their views.
- The inspector looked at children's information and attendance records, and talked with staff and children at appropriate times.
- The inspector checked evidence of the suitability of staff, reviewed staff qualifications, and sampled some policies and procedures.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of how to protect children and how to recognise signs and symptoms of any welfare concerns. They know how to contact the relevant agencies to report these concerns and use local safeguarding audits to ensure information is current. Parents help the staff team evaluate the kindergarten to seek ways to make improvements. For instance, parents asked for more visible resources to represent diversity in the community and staff provided more puppets and daily counting in different languages to improve outcomes for children. Overall, the manager has good systems in place for supervision and the monitoring of staff practice, for example, the use of peer observations. She helps staff to reflect on their own practice and identify how they can further develop their knowledge through training, for instance, the importance of sleep for young children.

Quality of teaching, learning and assessment is good

The skilled staff enable children to make connections in their learning. For example, staff draw their attention to something in the adjoining lake. The children excitedly notice 'it's an otter' and use their knowledge of the world to decide if 'it might be a beaver'. They decide it cannot be because 'it hasn't got a big, strong tail'. The children watch it patiently and then enthusiastically notice its partner arrive before turning their attention and curiosity to what the otters might be doing in the reeds. Staff ensure there are daily opportunities for children to make marks and use their imaginations. For example, older children enjoy talking about what they are drawing and who the people are in their picture. Younger children like to dig in a mix of sand and water, and older children make 'cement' to build a wall with house bricks. Staff introduce new vocabulary, such as 'pointing' and 'trowel' to extend their vocabulary.

Personal development, behaviour and welfare are good

The nurturing staff form very close bonds with the children. For example, younger children seek their reassurance when they have stumbled over and recover quickly with their help and support. Staff provide nutritious snacks and meals, and plan activities that help children learn about healthy lifestyles. For example, children enjoy preparing fruit and vegetables for the soup and apple crumble they eat each week. Staff manage children's behaviour effectively. For example, they distract children from unwanted behaviour and reinforce good behaviour with praise.

Outcomes for children are good

Children make good progress from their starting points and gain useful skills for their future learning and their move to school. For instance, they experience tidying-up and circle-time activities. They follow instructions, such as putting out 12 chairs, and are starting to manage their own emotions and thinking of others. Children develop good communication skills and enjoy problem solving. For example, older children think carefully about their own safety as they climb trees up to the red safety ribbon and know how to ask for help.

Setting details

Unique reference number	EY540224
Local authority	Gloucestershire
Inspection number	10079404
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 8
Total number of places	20
Number of children on roll	20
Name of registered person	St Luke's Trust Ltd
Registered person unique reference number	RP540223
Date of previous inspection	Not applicable
Telephone number	07963429530

Sunlands Kindergarten re-registered in 2016. The setting follows the Steiner Waldorf approach. It is open Monday to Friday from 8.45am to 12.30pm, and from 8.45am to 3pm on Tuesdays and Thursdays, during school term times. The charitable trust employs three staff who hold relevant training in the Steiner Waldorf approach. The manager is a qualified Steiner Waldorf Kindergarten teacher. The team is supported daily by a regular voluntary helper. The kindergarten has been granted full exemption by the Qualifications Curriculum Development Agency in respect of early learning goals within the communication, language and literacy area of learning in relation to linking sounds and letters, and aspects of reading and writing. Partial exemption has been granted in relation to information and communication technology within the area of knowledge and understanding of the world. The setting receives funding for the provision of free early education for children aged three and four years.

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