

# Wimborne First Kindergarten

Wimborne First School, School Lane, Wimborne, Dorset BH21 1HQ



<b>Inspection date</b>	31 January 2019
Previous inspection date	Not applicable

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

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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## Summary of key findings for parents

### This provision is good

- The manager and her longstanding team know the children and their families very well. All children make good progress in their learning from their starting points and are well prepared for school. This includes funded children and children who have special educational needs and/or disabilities.
- Relationships between staff and children are positive. Children settle well into daily routines and play together in harmony. They develop a good sense of belonging.
- The good organisation of the kindergarten environment and plentiful resources provide children with opportunities to choose their own activities and lead their own learning.
- Staff work effectively in partnerships with providers and outside professionals to ensure good continuity of care and experiences for children. This has a particularly positive impact on those children with special educational needs and/or disabilities.
- Staff keep parents well informed about their children's progress and well-being. Parents are very pleased with the reliable service, and the good care and support their children receive from this attentive staff team.
- Sometimes, staff do not challenge children's learning fully, such as by asking useful questions that make them think, solve problems and develop their ideas.

## What the setting needs to do to improve further

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

- improve staff's teaching practice to encourage children to think for themselves, solve problems and extend their ideas and learning.

### Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and one of the owners, and spoke with staff and children.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.
- The inspector sampled a range of documentation, including records of children's learning, safeguarding policies and checked evidence of suitability and staff qualifications.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff hold valid qualifications in paediatric first aid, enabling them to correctly manage any accidents children may have. She completes regular risk assessments to ensure children remain safe and secure. The manager offers ongoing support and training for all staff to increase their knowledge and skills, and to benefit children's experiences. For example, staff know how to meet the needs of children with special educational needs and/or disabilities and provide any extra help and support they require. Since the last inspection, the manager has successfully addressed the areas identified for improvement. In particular, staff introduce mathematical language and concepts easily into conversations as part of the daily routine and during activities, and this has had a positive impact on children's progress. The views of staff, children and parents help to guide further developments overall.

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

The manager and staff make detailed observations and assessments of children's achievements, and plan activities in response to their learning needs. They use this information to plan carefully how additional funding can be used to meet children's needs. Staff build on children's mathematical skills well. For instance, children show good levels of concentration during board games that build on their mathematical understanding, such as recognising shapes and counting the spots on a dice. Very effective support is given to children with special educational needs and/or disabilities. For example, staff get down to children's eye level and talk about what they can see and hear using simple vocabulary. Some routine times of the day are organised to avoid delays between activities and to make the most of every learning opportunity. For instance, free-flow snack time ensures children's play and exploration are not interrupted unnecessarily.

### Personal development, behaviour and welfare are good

Staff provide an inclusive play environment and children behave well. Staff lead by example; they show children how to be kind, considerate and respectful towards each other. Children settle quickly as soon as they arrive at kindergarten. They are confident and independent when they put on their coats and when they choose fruits and drinks at snack times. Staff help to support children's good health. They provide healthy meals and snacks and remind children of the importance of following good hygiene routines. Visits to places of interest add enjoyment to children's experiences and help them to learn about other people, their cultures and communities. Children have a wide range of opportunities to practise their physical skills. For example, they move enthusiastically to a variety of action songs.

### Outcomes for children are good

Children have positive attitudes to learning and enthusiastically develop imaginative ideas. For instance, children excitedly sit in a cardboard box and pretend to be in a rowing boat. Children sing many familiar nursery rhymes and action songs, and staff use this time to introduce numbers and words. Children listen attentively and respond well to instructions.

## Setting details

<b>Unique reference number</b>	EY540893
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10089846
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Wimborne First School Play Clubs
<b>Registered person unique reference number</b>	RP540892
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07778597709

Wimborne First Kindergarten registered in 2017. It operates from dedicated premises within the grounds of Wimborne First School, which is situated in the centre of Wimborne, Dorset. The kindergarten opens Monday to Friday 8.50am to 3pm, term time only. A team of seven staff work with the children, of whom, one has Early Years Professional Status and six have an early years qualification at level 3. The kindergarten receives funding for the provision of free early education for children aged two, three and four years.

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