

Holders Farm Kindergarten

43 Osea Way, Springfield, Chelmsford, Essex CM1 6JS



Inspection date	26 June 2019
Previous inspection date	28 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The provider and staff team have worked hard to drive improvements. They have all completed training and have addressed the actions raised at the last inspection. This has had a positive impact on children's safety and the quality of teaching.
- Children are eager to attend the kindergarten. They benefit from a range of stimulating resources that fire their imaginations and help motivate them to explore, investigate and experiment. Children make good progress and develop the skills they need for future learning.
- Staff are positive role models and know each child well. They are sensitive and caring towards the children. They recognise when children require extra support and promptly attend to their needs with genuine care and concern.
- Staff work well with parents. Information is frequently shared to involve parents in their children's achievements. They know what their children's next steps in learning are so they can support these at home. Parents are extremely complimentary about the care and attention the staff show their children.
- Good links with local schools and other specialist professionals helps to build the collaborative approach to support children's learning and to assist a smooth transition onto full-time education.
- The new arrangements for performance management have only recently been implemented. This means the provider is not yet monitoring staff's practice sharply enough to help raise the quality of teaching to an even higher level.
- There is a very strong focus on developing children's early reading and writing skills. However, staff do not as consistently promote children's emerging awareness of mathematics in their environment and encourage the vocabulary to describe it.

What the setting needs to do to improve further

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

- monitor staff's practice more precisely to help raise the quality of their teaching to the highest level
- strengthen strategies for promoting children's awareness of mathematics in their environment and developing an appropriate mathematical vocabulary.

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 carried out joint observations with the provider and the deputy and viewed a sample of the children's development records.
- The inspector held discussions with the provider, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the kindergarten.

Inspector
Pat Champion

Inspection findings

Effectiveness of leadership and management is good

The provider and staff team have worked closely with the local authority adviser to make improvements. Training has inspired the staff team to change play spaces and their approach to planning activities, with positive results to children's engagement. Arrangements for safeguarding are effective. All staff have now completed safeguarding courses. This ensures that they are clear about what to do if they have any concerns about a child's welfare and understand wider safeguarding issues. Staff are vigilant and supervise children through effective deployment. The provider is now beginning to observe staff's practice more effectively and holds individual supervisory meetings. The daily routine has been reviewed. Sessions are now well paced. Children have more opportunities to access varied and purposeful learning experiences.

Quality of teaching, learning and assessment is good

The well-qualified staff consistently demonstrate good-quality teaching practice. They involve children in conversations, model and rephrase language to extend children's understanding of the world, and to help them learn new words. Staff effectively encourage children's curiosity, imagination and interests. For example, children experiment with flowers and food colouring. They predict what might happen and show awe and wonder as they watch the flowers change colour. The provider and staff regularly observe and monitor children's progress to identify any gaps in learning. This helps them tailor support for individual children. Individualised resources and targeted activities are used effectively to help children catch up quickly.

Personal development, behaviour and welfare are good

Children behave well and understand staff's expectations. Staff support children to be kind, caring and polite to each other. Children make friends quickly and interact well as they organise games amongst themselves, such as role playing police officers or fire fighters. They make bigger decisions and vote when choosing larger group activities. Children learn about healthy and safe lifestyles. They enjoy healthy foods at snack time and talk confidently about what are healthy foods. Children use tools, such as scissors, carefully. They learn about road safety and confidently discuss how they might call the fire service in an emergency. Children have good opportunities to be active indoors and outside. They develop good control of their finer and larger movements. For example, they move expressively to music and make marks confidently with their fingers in salt or use chalks, pens and pencils with growing competence.

Outcomes for children are good

Children make good progress from their different starting points. This includes children with special educational needs and/or disabilities and those who speak English as an additional language. Children become confident communicators and develop good levels of independence. They confidently select activities and become competent at managing their personal needs. Children develop good early literacy skills. They look at books with pleasure and enthusiastically learn about letters and sounds. Children gain key skills in preparation for starting school.

Setting details

Unique reference number	203670
Local authority	Essex
Inspection number	10094610
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of registered person	Colyer, Pauline
Registered person unique reference number	RP512613
Date of previous inspection	28 January 2019
Telephone number	01245 262593

Holders Farm Kindergarten registered in 1971. The kindergarten employs nine members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 3 and one member of staff holds qualified teacher status. The kindergarten opens from Monday to Friday during school term times. Sessions are from 9.30am to 3.30pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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