

Inspection of Oakenshaw Kindergarten

Oakenshaw Community Centre, Castleditch Lane, Redditch, Worcestershire B98 7YB

Inspection date: 19 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy spending time in this welcoming and friendly setting. Staff are kind, caring and nurturing. This helps children to feel very relaxed and happy. Children who are new to the setting quickly settle and develop strong bonds with staff. Children delight in imaginative play with small-world trains, racing each other around the track. They enjoy pretending to cook meals for staff and visitors in the role-play kitchen. Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). They support children's progress well by providing a broad and balanced curriculum, which helps to prepare them for their move on to school. Children are well behaved. They show kindness and consideration towards others. Children are beginning to make firm friendships. They happily include others in their chosen play. Children demonstrate a positive attitude to learning. They are excited to join in with activities and show good problem-solving skills. For example, when the tower they are building becomes taller than themselves, they ask adults for help to put the next brick in place.

What does the early years setting do well and what does it need to do better?

- The quality of teaching is good. Staff use their knowledge and experience to provide children with a wide range of suitable activities that promote different areas of learning. All children, including those in receipt of funded early education, make good progress in their development.
- Managers and staff are passionate about providing good-quality care and education for every child. They continually reflect on their practice, identifying areas to build on. This helps to maintain the good standards throughout the setting.
- Staff work well with other professionals in order to ensure children receive targeted and appropriate support. As a result, any gaps in children's attainment are identified and support strategies are in place to help them catch up with their peers. This has had a positive impact for children with SEND.
- Staff are calm and positive role models. Children respond positively to praise and encouragement. They respond well to requests and instructions, such as helping to tidy away after the session.
- Children learn about the importance of living healthy lifestyles, such as eating well, adopting good hygiene practices and taking exercise. They thoroughly enjoy the time they spend outdoors throughout the day and during group exercise times at the beginning of the session.
- Children develop good communication skills. They frequently engage in conversations with staff, visitors and other children. They join in with singing sessions and confidently express their needs, such as asking to go to the toilet.
- Children develop good literacy skills. They enjoy listening to well-read stories

and enjoy looking at books independently. They also enjoy joining in with opportunities to make marks using the chalks and pens in the garden.

- Staff become actively involved in children's play. They talk to children and use appropriate questions to encourage them to think and make links in their learning. However, they do not always provide children with detailed explanations about the purpose of the activity or the challenges they are set, so children are fully aware of these.
- Staff share important information with parents about their children's time spent at the setting. They provide parents with regular updates about their children's progress. However, staff do not always find out enough information about children's current capabilities when they first start attending, to enable them to plan for children's individual needs from the outset.
- Children use their imaginations as they enjoy exploring the sounds made by different instruments. They work together to put on a show in the garden using different musical instruments, such as drums, tambourines and toy guitars.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of the safeguarding policy and procedures. They can identify possible signs of abuse and neglect. Staff are aware of wider safeguarding issues, such as radicalisation and extremism. The environment is fully risk assessed inside and outdoors. Staff supervise children well, including when using some of the shared facilities in the building. This helps to protect children from harm. Procedures for recruitment are robust. Regular ongoing monitoring helps to ensure the suitability of staff.

What does the setting need to do to improve?

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

- build on communication with children during planned activities to better explain the challenges that they are being set and why
- seek more information from parents about what children can already do and achieve when they first join the nursery, to help plan for their individual needs from the start.

Setting details

Unique reference number	205139
Local authority	Worcestershire
Inspection number	10072508
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	15
Name of registered person	Suzanne Clements & Tracey Tombs Partnership
Registered person unique reference number	RP910049
Telephone number	07787988189
Date of previous inspection	8 March 2016

Information about this early years setting

Oakenshaw Kindergarten opened in 1980. The setting employs six members of childcare staff. Of these, one holds early years professional status and four hold appropriate qualifications at level 3. The kindergarten provides funded early education for two-, three- and four-year-old children. The setting is open on Monday, Tuesday, Thursday and Friday during term time only. Sessions are from 8.30am until 2pm.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- The quality of teaching was observed and the impact this has on children's learning was assessed.
- The inspector completed a joint observation with one of the managers.
- Discussions were held throughout the inspection with the managers, staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector engaged in discussions with a number of parents and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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