

Inspection of Adam & Eve's Kindergarten

29 South Eden Park Road, Beckenham, Kent BR3 3BQ

Inspection date: 9 March 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children happily enter the kindergarten with enthusiasm. They are offered an excellent and challenging range of activities which capture their imaginations. Children are extremely well settled, confident and secure in the calm and friendly environment. They contribute their ideas and demonstrate their independence in both the indoor and outdoor environment. For example, children create imaginative physical activities. They use binoculars to look for foxes in the garden and pretend they have seen one. The highly skilled staff watch and intervene to extend learning opportunities and involve children in discussions. Children change the fox to a wolf and act out the story of 'The Three Little Pigs'. They excitedly take on the roles of the different characters.

Children show excellent concentration as they listen to staff share stories with props enthusiastically. Children's learning is fully extended as they learn about book titles, authors and illustrators. The kindergarten is currently involving all children and families in a national reading challenge. This helps to increase children's enjoyment of books and encourages them to become fluent readers. Young children rapidly develop their fine-motor skills through actions with number rhymes, and mark making with chalk and mud. Older children write initial letters and their names independently. Children use books to learn about the importance of protecting the planet and caring for the environment.

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

- The passionate managers and staff have exceptionally high standards for all children. They collaboratively work together to ensure the high quality of care and education has a positive impact on children. Staff know the children extremely well and build very strong bonds. They skilfully differentiate learning opportunities to support children to reach their full potential. All children make excellent progress from their starting points.
- Managers and staff use detailed observations and monitor the progress children make effectively. They quickly identify any gaps in learning or where extra support is required. Managers liaise with other professionals and local schools to ensure children gain the best possible start. They build on children's existing knowledge and interests, and ensure they are ready for the next stage of learning and subsequent move to school.
- Partnerships with parents are excellent. Staff fully engage parents and carers in their children's learning and keep them updated with their progress. Parents talk extremely highly of the care and education that the managers and staff provide for their children. They state that their children are making fantastic progress across all areas of the curriculum. Staff regularly provide ideas and mindfulness activities to support ongoing learning at home. This promotes continuity in

learning and well-being.

- Children benefit extremely well from the high priority that staff place on communication and language skills. Children have daily opportunities to learn new vocabulary and increase their understanding. Staff skilfully ask questions, giving children time to think and share their views. They play language games to support their communication. Younger children name objects and extend their sentences. Older children identify letters and sound out phonics.
- Managers have established a robust programme for continued professional development. This ensures all staff have opportunities to increase their knowledge and skills. They meet regularly and disseminate training and incorporate new ideas into their practice. This benefits children and ensures further improvements are made to the already outstanding quality of education. Managers sharply monitor practice, provide workshops for parents and actively support other settings and childminders in the community.
- Mathematical language and concepts are cleverly woven into daily routines and activities. Children use positional language and understand concepts such as full and empty. They eagerly test their ideas and experiment making castles and figures from mud. They identify numbers as they show perseverance to complete puzzles. Young children name colours during craft activities and count how many children are present. Older children add numbers together and use words like 'elongated' to describe making something longer.
- Managers and staff successfully promote well-being for children and families. They extend children's understanding of feelings and emotional literacy. Children use the 'worry monster' to share their concerns. Children behave exceptionally well. Staff role model expected behaviour and teach children respect. Older children are extremely kind and caring to their younger peers and engage them in their play.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibility to keep children safe. They ensure the environment is safe and help children to manage risk. Staff supervise children effectively and deploy themselves to ensure ratios are maintained. Children follow good hygiene practices and understand the importance of thoroughly washing their hands. All staff have completed safeguarding training, including wider issues. They are confident and knowledgeable in identifying signs that may indicate a child is at risk of harm. Robust procedures are in place and staff know the professionals to contact if they have any concerns. Managers support parents with information about online safety and limiting screen time.

Setting details

Unique reference number	137267
Local authority	Bromley
Inspection number	10137801
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	14
Number of children on roll	22
Name of registered person	Mary Payne and Nicola Le Vey Partnership
Registered person unique reference number	RP524083
Telephone number	020 8777 8703
Date of previous inspection	2 February 2016

Information about this early years setting

Adam & Eve's Kindergarten registered in 1996. It is located in Beckenham, in the London Borough of Bromley. The kindergarten is open on Monday, Wednesday, Thursday and Friday from 9.15am to 12.30pm, and on Tuesday from 9.15am to 3.45pm, term time only. There are five members of staff who work with the children. One member of staff holds early years professional status and three other members of staff hold relevant childcare qualifications at levels 2 and 3. The setting is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The managers and the inspector carried out a learning walk and discussed how the curriculum is organised and delivered.
- The inspector and the managers carried out a joint observation and evaluated the quality of education.
- The inspector observed children and discussed their progress with staff.
- During the inspection, the inspector spoke to parents, read their feedback and considered their views.
- The inspector held discussions with staff and managers, and looked at documentation, including suitability checks and qualifications.

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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