

Inspection of Longfield Kindergarten

Longfield House, Kilby Road, Fleckney, Leicester, Leicestershire LE8 8BQ

Inspection date: 17 May 2022

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 cannot wait to come to the vibrant and inspiring environment created by staff. Children developing a love of learning is at the centre of every decision staff make. Children radiate independence from a young age and adhere to all of the high expectations that staff have for behaviour. Children are polite and courteous, saying 'good morning' to their friends and asking them how they are. When staff ring the bell to indicate a time of transition from one area to another, such as the kindergarten or barn, children line up with all the belongings they need without prompting. Children collect their named hat and explain they need them for 'protection because it is sunny'.

Children become engrossed in activities, showing extensive attention skills. They rise to the 'water spray' challenge that staff plan. Children show confidence as they decide which size and type of spray bottle will help them be the quickest to fill a tub up, explaining their reasoning to each other. They listen intently as staff explain the instructions of the task, including how the one-minute sand timer works. They patiently wait for the countdown to start. Children are determined and persevere as they race against the clock to fill their tubs, developing strength in their hands as they push the triggers on the bottles. They are motivated by staff's encouragement and laugh throughout the activity.

Children learn new vocabulary to describe capacity as staff help them to compare the water in their tubs. Children are curious and reflect on their choice of bottle. Some swap their bottle part-way through to see if it fills the tub faster. Other children use what they learn from discussing the end result with staff to make thoughtful choices about the bottle and method to use in the next race. Children have secure friendships, which are fostered by staff. They praise each other on filling up their tubs. Children decide together to play hide and seek. They spray with the bottles as they run to hide, giggling and holding hands.

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

- Staff are inspirational educators and have an extensive knowledge of all the children and their families. They have an in-depth understanding of child development and meticulously assess what children know and can do. Staff identify what children need to learn next, including vital life skills, such as 'celebrating the success of others'. All staff provide purposeful, targeted support for those children who may need it, and support all children to make rapid progress.
- All staff are consistent in their faultless interactions with children and, through this, continuously develop children's communication skills. Staff hand pick books based on the developmental needs of the children. They collaboratively read a

book with some children containing no words. While looking at the pictures and discussing what the story line might be, children are encouraged to share their ideas and experiences they have at home. A child explains that the football on the picture looks different to the rugby ball that they enjoy playing with, as it is not 'egg shaped and pointy'.

- Staff plan a wide range of learning opportunities for children, which expands on their interests and captures their imagination. Children's opinions and ideas are used to plan a wide range of activities. Children call this their 'fish wish'. Children discuss with staff and parents the things they would like to do with their friends that they may not have the opportunity to do elsewhere. Children wish for opportunities such as creating a hairdressing salon with real wigs for them to wear, wash and cut, sitting in a tractor, walking the dog that lives at the setting, and baking cakes for everyone. Staff arrange these 'wishes' and carefully plan the learning that they want every child to gain from these opportunities.
- Staff teach children how to respect and care for each other, reminding them how their actions can make others feel. Children share willingly and help their friends when they need support. They agree to swap what they are playing with, using the words 'please' and 'thank you'. Children explain to adults they have 'traded' resources.
- All staff act as excellent role models and help children to gain the confidence to try things for themselves. Staff adapt the support they give to each child as they make progress. For example, while jumping from large logs, staff offer two hands for reassurance, moving to one, and finally assuring the children they can jump alone.
- Leaders are passionate and place great importance on children's and staff well-being. They continually source high-quality training opportunities for staff. Staff work closely as a team, sharing their breadth of skills and knowledge with each other. Leaders create an ethos where all staff want the best quality education and care for all children, and they continually seek out ideas to enhance children's experiences.
- Parents and carers comment that the setting gives children the 'best possible start in life' and they feel 'privileged' that their children can attend. Staff understand the needs of the community. They have a dedicated on-site play area where parents can meet and support each other. Staff encourage all family members to contribute to children's learning and development alongside staff. Parents say that children's progress 'amazes them'.

Safeguarding

The arrangements for safeguarding are effective.

Exceptional attention is given by all staff to the safety of children. Risk assessments are thorough, and staff are vigilant when checking that the environment is a safe space for children to play. Staff complete regular head counts of children and check all gates are locked to ensure that children are safe when in their care. They know the children extremely well and are aware of all the signs and symptoms that may indicate that a child is at risk of harm. All staff have a deep understanding of

safeguarding legislation and frameworks and how to apply this knowledge in their day-to-day practice. They know when and who to report any concerns to. The manager ensures the ongoing suitability of all staff, including those not working directly with children.

Setting details

Unique reference number	226436
Local authority	Leicestershire
Inspection number	10138453
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	38
Name of registered person	Longfield Kindergarten Ltd
Registered person unique reference number	RP522704
Telephone number	0116 240 3721
Date of previous inspection	8 June 2015

Information about this early years setting

Longfield Kindergarten registered 1990. The kindergarten employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one has level 6 early years professional status. The kindergarten opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The kindergarten provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in the evaluation of the setting.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages in the setting.
- The inspector held discussions with the manager and staff regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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