

Inspection of Holders Farm Kindergarten

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

Inspection date: 14 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The quality of education does not sufficiently meet the needs of all children. Not all staff have an accurate understanding of where children are in their learning. Therefore, the curriculum does not ensure that it builds on what children already know and can do.

Children are happy and settle easily. They jump up and down in excitement to see the familiar faces of the staff at the door as they arrive. This demonstrates that children feel safe and secure. Children readily leave their parents, put their lunch boxes on the rack and eagerly join their friends inside.

Children show a keen interest in counting, number and exploring measurement. They create a ramp out of wooden blocks and planks. Children find items to roll down the ramp, measuring the distance that these travel by counting the blocks. They enjoy daily opportunities to exercise and play outside in the garden. Children learn to hop and balance as they jump in the numbered squares of the hopscotch that staff have drawn for them. They follow their friends as they bounce around on animal space hoppers. Children strengthen the small muscles in their hands as they make marks with paintbrushes and scoop sand into moulds.

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

- The manager has sought advice and guidance from the local authority to help address the weaknesses raised at the last inspection. She has reviewed the risk assessment processes to ensure that all hazards are identified and minimised. The staff team has made positive changes in the classrooms and garden to ensure that they are safe and meet the needs of the children. However, the arrangement for record-keeping is inconsistent. The provider has not kept all records relating to accidents, as required.
- The monitoring of all children's progress is not yet fully embedded. Staff have yet to consistently track all children's progress. Where children have been identified as needing additional support, this not been implemented, to help all staff to meet children's needs. Therefore, some children are not helped to make the good progress of which they are capable.
- Children are learning to be confident communicators. They readily share their thoughts and views with adults. Staff join in with children's role play to stimulate conversation. They introduce activities that help children to build the muscles in their mouths, to support their speech development. For example, children enjoy learning to blow bubbles through straws. Staff positively praise their efforts, promoting their self-esteem.
- Children are starting to learn the skills they need to be ready for the next stage in their lives, which for most is school. Children are supported to pour their

drinks and select their snacks using tongs. However, staff often miss opportunities to support children to develop self-care skills such as wiping their own noses or putting their aprons away.

- Children are polite and use their manners well. Staff help children learn to share resources and take turns. When children struggle to regulate their behaviour, staff are on hand to help support their understanding. They encourage children to talk about their feelings and learn ways to calm themselves, such as using breathing techniques. As a result, most children behave well.
- Staff support children's mathematical development well. They incorporate counting into everyday activities. Children proudly demonstrate that they can confidently count to 10. At snack time, staff use the opportunity to teach children more complex mathematics, such as fractions. Children demonstrate their understanding as they identify that two halves make one whole.
- Parents comment that their children are happy and settled in the setting. They are pleased with their children's progress since starting. They explain that their children are always eager to attend and have formed good friendship groups. However, staff do not always inform parents about what they have planned for the children's next steps. This means that, sometimes, parents do not have the relevant information to be able to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding and how to keep children safe. They are aware of the signs and indicators that could mean a child is at risk of harm or abuse. They are knowledgeable of the wider safeguarding concerns, such as female genital mutilation. The manager takes prompt action when concerns arise to ensure the ongoing safety of children. Staff are aware of how to report a concern about a colleague's behaviour. They attend regular meetings, which help to support their safeguarding knowledge and ensure it is up to date. The manager carries out regular risk assessments of the environment to minimise risks and maintain the children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
keep a written record of all accidents, as required	14/11/2022

take action to ensure that staff track children's progress to provide consistent and appropriate support, particularly when a need is identified.	14/11/2022
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To further improve the quality of the early years provision, the provider should:

- support staff to consistently help children to develop their self-care skills and independence
- build further on parent partnerships so that parents have the relevant information to be able to support their children's learning at home.

Setting details

Unique reference number	203670
Local authority	Essex
Inspection number	10244445
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	26
Number of children on roll	20
Name of registered person	Colyer, Pauline
Registered person unique reference number	RP512613
Telephone number	01245 262593
Date of previous inspection	17 May 2022

Information about this early years setting

Holdings Farm Kindergarten registered in 1971. The kindergarten employs five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3. 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.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection 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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