

Inspection of Forest Village Kindergarten

Morden Recreation Ground, 25A Faversham road, Morden, Surrey SM4 6RE

Inspection date:

6 December 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy exploring and playing in the natural environment. They gain confidence in their physical abilities. For example, they take nature walks, climb trees and dig in the large sandpit. Staff teach children to select appropriate clothing according to the weather by asking questions and making suggestions. Children are kind and caring to others. Older children are aware of the needs of younger children and help to make ramps for them to walk up. They play well together and cooperate to build train tracks. Children learn some German language through songs, rhymes and key words during their play as part of the bilingual curriculum.

Children are confident learners and follow their own interests indoors and outdoors. However, there are inconsistencies in staff's interactions. This means that children are not always supported to learn new skills or extend their knowledge. This particularly has an impact on the language development of younger children. The manager has planned an ambitious curriculum that makes much use of the outdoor environment. However, the curriculum is not sequenced enough to meet the needs of the youngest children, who struggle to engage in suitable activities at times. Despite these concerns, children are generally knowledgeable and make progress in their development.

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

- Children are confident learners. They choose activities that interest them, such as puzzles and printing games. Staff provide resources which are easily accessible and offer a variety of activities. This helps children to maintain concentration for extended periods during their chosen tasks. Children learn to put the resources away when they have finished, taking care of their environment.
- Parents are extremely happy with the provision offered. They find the updates via a messaging app informative and interesting. There are good relationships with the staff. Parents feel that their children are in good hands and that staff know them well.
- Children behave well and enjoy playing together. Staff teach them to say 'please' and 'thank you'. They encourage children to be respectful, for example teaching them to take turns with favourite toys. Staff generally respond quickly when children become upset, and they offer cuddles to comfort them. However, at times, staff do not help children to understand and manage their emotions by talking to them about their feelings.
- Children learn skills that help them to become independent. They practise putting on their coats and shoes to go outside. Over time, children learn to use the toilet and wash their hands by themselves. This helps them to develop the skills they will need when they start school.

- The manager has established links with the local authority and other professionals. This informs the planning and provision for children with special educational needs and/or disabilities. The manager develops effective plans, which are reviewed regularly with parents.
- Older children demonstrate a wide vocabulary and are able to express their ideas well. They ask questions and recall events from the past. Older children use language imaginatively in their play. However, staff do not model language effectively at times. This means that some children, particularly younger children, do not have as much opportunity to develop their communication and language.
- The manager has clear intentions for what she wants children to learn and experience. However, staff are not always clear about children's starting points in development and what their next steps in learning are. Therefore, staff do not consistently implement planned activities to meet some children's learning needs as they are too challenging.
- The manager provides annual appraisals and training to keep staff's knowledge and skills up to date. Staff meetings are used to reflect on provision and plan improvements. However, staff do not consistently access training which meets their individual learning needs to help develop their teaching skills, particularly to enhance support for children's communication and language development and personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have thorough risk assessments in place for outdoor play. Walks are well planned, and emergency provisions, such as a first-aid kit and drinking water, are always available. The majority of staff are trained to provide emergency first aid. Staff have a good knowledge of the safeguarding requirements. They know the procedures to follow if they have concerns about a child's welfare. Regular training keeps their knowledge up to date. All staff have completed food hygiene training and follow good practice when preparing meals. Food is stored safely and is labelled clearly. There are effective recruitment procedures in place to ensure that only suitable staff are employed.

What does the setting need to do to improve?

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

- review and improve the curriculum to strengthen children's learning in communication and language development and personal, social and emotional development
- improve provision for younger children so that their learning is well supported and appropriate for their stage of development

- provide more support and training for staff to improve their understanding of children's learning needs and develop their teaching skills.

Setting details

Unique reference number	2595704
Local authority	Merton
Inspection number	10261554
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	Forest Village Kindergarten Ltd
Registered person unique reference number	2595702
Telephone number	07776835036
Date of previous inspection	Not applicable

Information about this early years setting

Forest Village Kindergarten registered in 2020. It is based within recreational grounds in the London Borough of Merton. The setting operates all year round, from 8am to 5.30pm on Monday to Thursday, and from 8am to 2pm on Friday. It provides early funded education for two-, three- and four-year-old children. There are four staff, of whom three hold appropriate qualifications ranging from level 3 to level 4.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector discussed the learning intentions of the curriculum.
- The inspector observed the interactions between staff and children throughout the inspection.
- Children talked to the inspector about what they enjoy doing at the setting.
- Parents shared their views with the inspector.
- The inspector viewed all areas of the premises, including the kitchen and outdoor areas.

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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