

Inspection of The Children of One End Street

1 Gloucester Street, STROUD, Gloucestershire GL5 1QG

Inspection date: 10 May 2023

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 are happy to attend. They are welcomed into the kindergarten by the kind and nurturing staff and separate from their parents and carers with ease. Children excitedly greet their peers. They independently take off their coat and hang this on their peg.

Children display positive attitudes to learning. They are familiar with their environment and learn to respect the resources. Children work together as they build structures with large, wooden blocks. They communicate well and negotiate as they decide how to create an 'aeroplane'. Children are thoughtful and explain to visitors that 'it needs two wings or it will be lopsided'.

Staff invite children to help them make bread for their snack. Children follow good hygiene practice. They develop their arm strength and coordination. Children mix liquid into the flour to create a thick dough. Staff support children to recall past learning experiences. For example, they ask children if they can remember the name of the ingredient they use to make the dough rise. Staff praise children's efforts and remind them that this is called 'yeast'. Children proceed to use their hands to roll the dough into balls. They place these on the tray, spacing them evenly, ready for baking.

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

- The manager and staff have a clear vision of what they want children to learn during their time at the kindergarten. They provide a stimulating environment, which supports children to lead their own learning. Staff plan a range of experiences to build on what children already know and can do. Children make good progress in their learning.
- Mealtimes are a social occasion. Children learn the importance of good table manners. They consider the needs of their peers and offer to pour water for children who still find it difficult. Children enjoy home-cooked snacks and are keen to spread the butter and jam on bread for themselves. Although staff provide children with wholesome food, they do not always support children to fully understand why a healthy diet and lifestyle is important for their overall health.
- Children display high levels of creativity. They use wax crayons to draw detailed pictures to take home for their family. Children concentrate and take their time to carefully draw a series of characters. They give meaning to the marks they make and proudly explain what they have drawn. Children use colour intentionally. For example, they state: 'The sea is blue'.
- The manager is the key person for all children who attend. She has an in-depth knowledge of each child's stage of development and skills. The manager visits

children at home to get to know them and their families and to find out about children's previous experiences. She uses this information to plan for children's learning from the onset. The manager observes children regularly to monitor the progress they make. She shares this information with parents in a range of ways. Although a key-person system is in place, it is not fully effective. The manager is yet to share responsibilities with staff and assign them key children to fully promote strong relationships between key staff and key children.

- Staff develop children's mathematical skills well. At circle time, they skilfully incorporate the vocabulary of shape, size and measure. As children sing together, they pretend they are balancing on stepping stones to cross the water. Staff encourage children to count, and they support children's imaginations as they ask them questions about the speed of the 'flowing water'. They introduce the word 'wide' and explain that they need to hold their arms out to balance.
- Children enjoy daily opportunities for outdoor play. They learn how things grow and plant seedlings into pots they have created from paper. Children watch with interest as a member of their community plants flowers in a pot on the pavement outside.
- The manager and staff have regular discussions to evaluate the service they provide. They receive support from the local authority adviser and attend online professional development meetings with other early years professionals to share ideas and discuss best practice. Staff feel supported by the manager and state that they enjoy their role at the kindergarten.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe from harm. They complete daily safety checks of all areas of the premises and deploy themselves well to ensure children are well supervised. Staff encourage children to consider their own safety and that of others. For example, they remind children to put their belongings away to prevent someone from tripping over them. Staff attend regular safeguarding training to keep their knowledge up to date. They identify the indicators of abuse and know how to refer concerns to the relevant authorities. Staff understand the appropriate procedures to follow to report an allegation or concern about a colleague.

What does the setting need to do to improve?

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

- provide children with even more experiences to support their understanding of why a healthy diet is important for their health, to develop their knowledge of healthy lifestyles further
- review the current key-person system to help staff and children form even

stronger bonds and help them to make even better progress.

Setting details

Unique reference number	EY400757
Local authority	Gloucestershire
Inspection number	10280188
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 6
Total number of places	12
Number of children on roll	17
Name of registered person	Waring, Marie Louise
Registered person unique reference number	RP907905
Telephone number	07970829890
Date of previous inspection	12 September 2017

Information about this early years setting

The Children of One End Street registered in 2009 and is based in Stroud, Gloucestershire. It operates from 9am to 12.30pm on Monday and from 9am to 3.30pm from Tuesday to Thursday, during term time only. The kindergarten follows the Steiner education principles. There are two permanent members of staff. The manager holds qualified teacher status and the other member of staff holds a Steiner qualification at level 4. The kindergarten provides funded early education for children aged two and three years.

Information about this inspection

Inspector
Holly Smith

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the premises and discussed activities and intentions for children's learning with the manager.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Discussions were held between the manager and inspector to evaluate the leadership and management of the kindergarten.
- The inspector reviewed a sample of documentation, including records of suitability.
- The inspector considered the views of parents spoken to during the inspection.

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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