

A B C Kindergarten

Inspection report for early years provision

Unique reference number 110261
Inspection date 17/08/2009
Inspector Catherine Hill

Setting address 194 Clarence Road, Fleet, Hampshire, GU51 3XP

Telephone number 01252 613609

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

ABC Kindergarten is a privately owned nursery, which has been open in Fleet since 1996. The owners have a second nursery in the Farnham area. The nursery operates from a large converted house in an established residential area close to the town centre. The accommodation includes a number of different rooms on both floors, with access to toilets, a kitchen and a laundry room. There is a large fully enclosed outside area, with a garden. The garden contains a chalet building which houses a sensory area and is used as a sleep room for toddlers in the group. There is also an outbuilding, which is used as a play room and staff room. The nursery serves the needs of the local community and many of the children have parents who either work in the town or commute daily into London.

The nursery is registered on the Early Years Register and a maximum of 36 children from three months to five years may attend the nursery at any one time. There are currently 31 children on roll. This includes 13 funded children. The group supports children who have learning difficulties and/or disabilities and children who speak English as an additional language. The nursery opens between 08.00 to 18.00, five days a week, for 51 weeks of the year. There are nine staff who currently work with the children and, of these, seven of the staff have early years qualifications and two staff are on training programmes. The nursery also employs a cook, a cleaner and a caretaker. They have completed accreditation through a quality assurance scheme and they receive support through the local Early Years Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy and settled and enjoy themselves as they learn through sensitively supported play. Inclusive practice is positively promoted within the nursery, where effective organisation ensures children's welfare and learning and development needs are catered for. Management are enthusiastic and dedicated to continually improving the nursery to ensure the delivery of a high standard of care and learning for all children within a safe, stimulating environment. Since their last inspection the nursery has made a number of improvements, including the redevelopment of the garden, providing children with excellent opportunities to further develop their skills with free access to a wide range of resources both inside and outdoors.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the promotion of inclusive practice, for example, by displaying key word labels in all children's known languages
- ensure daily attendance records are accurately completed and children's assessment records clearly show the links between their future learning targets and the early learning goals.

The leadership and management of the early years provision

Staff are kind, caring and cheerful and have excellent relationships with children in the nursery. Children's welfare is safeguarded well. Management have effective recruitment and induction procedures in place to ensure all staff are vetted and suitable to work with children. All staff have to attend safeguarding, health and safety, and first aid training, with continuing professional development supported and encouraged. Visitors to the pre-school are recorded and parents are made fully aware of the nursery's responsibilities with regard to child protection. Excellent partnerships with parents contribute to children's well-being while at the nursery. Parents are kept fully informed about their child's learning and development through both formal meetings and informally through a daily exchange of information. They have free access to their children's development records and can share information and news about their child both verbally and through a 'talking box'. Staff take into account information shared by parents about their child's current abilities and likes when planning children's next steps in learning. The nursery have a range of generally well detailed documentation in place to support their practice. Policies and procedures are shared with parents and they are also freely accessible to view within the nursery on the parents' notice board, alongside other relevant information.

Highly effective self-evaluation systems contribute to the nursery's excellent capacity for continuous improvement. Children, parents and staff are all involved in evaluating nursery practice with all parties consulted on changes. Both visiting parents and those whose children are leaving are invited to share their views on the nursery. Parents praise the nursery for the 'love and care' for children and for 'being welcoming and fun at all times'. They find it a 'friendly environment' where 'all staff are so patient'.

The quality and standards of the early years provision

Children are making good progress in their learning. All staff have received training with regard to the Early Years Foundation Stage (EYFS) and planning and assessment procedures are in place which link to the requirements of the EYFS. Children have daily opportunities to develop in all skill areas through a balance of adult led and child initiated play. Staff continually observe and assess children's learning and set targets for their future development, although recorded targets do not show clear links to the early learning goals. Children are actively encouraged and supported to become independent learners, to solve problems, and to develop practical life skills. They are happy and sociable and have a well developed sense of ownership of their nursery environment, where play flows freely between the indoor and outside environment. Staff liaise with outside agencies, as appropriate, to support children with learning difficulties and/or disabilities. They work with parents to meet the needs of children who have English as an additional language, for example, by obtaining key words for some children in their dual language. Many of the word labels displayed within the nursery are in English, French, Spanish and Chinese.

Children have excellent opportunities to develop healthy bodies through free access to outdoor play in the fresh air. They confidently ride around on tricycles, climb the steps on the climbing frame and bounce on the mini trampoline. They enjoy the healthy nutritious meals provided for them and have good appetites. At lunch time they eat pasta with a selection of vegetables, confidently serving themselves before they sit together to eat. Children learn about the food chain as they plant and grow fruit and vegetables in the nursery garden. They take responsibility for watering the plants and have fun digging up carrots they have grown; which they help wash before having the opportunity to taste them as part of their tea. Nursery policies and procedures ensure children are protected from illness and infection. Staff wear gloves when changing nappies and children follow hygiene routines, such as washing their hands after using the toilet and cleaning their teeth after lunch. Staff ensure all children have opportunities for rest and sleep, according to their individual needs, and they check on sleeping children at regular timed intervals.

Staff use questions during play to make children think. They encourage children to develop their counting skills by counting the number of cups to be set out on the table at lunch time. Children understand the sequence of numbers and that four follows three and one more than five is six. They talk freely about events in their lives and the print rich environment of the nursery, with many word labels written by the children, helps them develop their awareness of print carrying meaning. Children's artwork is displayed throughout the nursery and they have fun using their imagination to create stories as they role play going to a party in the garden, pretending the rockers are cars which they 'drive' along. Children play safely and staff involve them, as age appropriate, in risk assessing activities, such as using certain tools and making fire. This higher level of involvement in planning for some activities contributes to children's heightened awareness of how to keep themselves safe. They behave well and play amicably with each other, demonstrating patience, for example, as they wait their turn to hold the nursery hamster.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

