



## **Pine Rivers Kindergarten Limited**

Inspection report for early years provision

<b>Unique Reference Number</b>	116805
<b>Inspection date</b>	23 January 2007
<b>Inspector</b>	Joanne Graham
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<b>Registered person</b>	Violet Pennison
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Pine Rivers Kindergarten Limited opened in 1971. It is a privately owned nursery and operates from a converted Victorian house in West Reading. The nursery serves the local community and children may attend for different sessions. A maximum of 43 children may attend the nursery at any one time. The nursery opens five days a week all year round. Sessions are from 07.30 until 18.00. There is provision to take and collect children from All Saint's Infant School. The setting uses four main rooms and there a fully enclosed outside play area for the children to use.

There are currently 42 children on roll. This includes 15 children in receipt of nursery education funding. The setting currently supports children with special needs and has facilities to support children who speak English as an additional language. There are 11 staff members who work with the children, six staff have early years qualifications and five staff are currently working

towards a recognised early years qualification. The nursery also employs an administrator, a cook, a kitchen assistant and a cleaner.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about healthy eating and living and play in a clean environment. Staff are good role models and follow good hygiene procedures themselves. For example, they wear specific aprons for serving meals and others for changing nappies, they mop and sweep up spills and use brightly patterned, fun tablecloths at mealtimes. The setting prepares and serves healthy home cooked meals. Children's dietary needs are met as staff preparing and serving the food, have a good knowledge of their individual dietary needs and religious requirements. Staff ensure babies and children wear suitable items as clothes protection, such as bibs, and support the children effectively to increase their independent feeding skills. Mealtimes are lovely social events and staff sit with the children, engaging them in social chit chat. There are sufficient quantities for children to have seconds and the helper of the day in the older group relishes in the responsibility of serving the other children their food and drinks. Children have drinks throughout the day, although this is rarely water and not easily available for children to access independently.

Children and babies rest and sleep according to their needs and routine and use age appropriate furniture to accommodate their developmental stages, such as cots for the babies and low mattresses for the older children. Children have their own labelled bed and bedding, preventing cross infection and promoting good hygiene practices. Children know they wash their hands before eating and after using the toilet. Child-sized toilets and sinks, and easily accessible soap and hand towels, support the older children's independent skills well. Children benefit from effective systems to record accidents and medication administered; and staff members available who hold suitable first aid training and easily accessible first aid box. This promotes their welfare. However, the first aid box contains medication and some items which are out of date and do not conform to legislation.

Children take part in regular physical activity both indoors and outdoors boosting their development well. The babies enjoy matching movement to music and the older children use the garden and go for walks to the local library and park regularly. Children have access to large equipment such as climbing frames, slides, scooters and tricycles, which help to increase their climbing, balancing and pedalling skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment, where staff assess and minimise potential risks. Staff check visitors identification and ensure they record their visit, they make sure babies use appropriate restraints in the chairs and rockers and there are fire guards in place. Staff supervise the children at all times; and good arrival and departure procedures safeguard children's welfare. Parents enter and leave the premises via a

key code locked gate, staff accurately record children's attendance times and they are aware who is able to collect the children. There is sufficient space for children to move and play comfortably and child-sized furniture supports them in their play to access equipment and resources. Children and babies access and use suitable and safe equipment, which is age appropriate and meets their developmental needs. Older children confidently request and self select additional resources to extend and support their play.

Fire exits are clearly marked and staff are aware of the emergency evacuation procedures as this is practised regularly. The smoke detectors comply with the fire officer's guidelines to ensure children's welfare is maintained whilst the setting provides overnight care. Children learn to keep themselves safe and avoid accidental injury by not running inside, respecting others when waiting in a line and not entering the garden without staff. Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Policies, literature and training support staff, although the policy contains out of date information.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children gain confidence and self-esteem as staff praise their efforts and achievements, encourage them to achieve and provide activities which are stimulating, fun and within their learning abilities. Staff sit with the children and babies, encouraging their participation. They listen to their news and respond to their signs and gestures. Children and babies settle, are comfortable and become happy in the setting. Staff welcome them into their base room and set out rooms attractively with activities to encourage children to use. The environment is bright and eye-catching as staff display the children's work and child related posters and pictures. Children and babies are involved in a broad range of planned activities and spontaneous events, which support their development and learning. For example, blowing bubbles in the water play, using the computer, building with construction equipment, painting on the easel, and accessing self-rewarding toys that respond when buttons are pressed. However, some younger children are not always able to access toys and equipment which sufficiently occupies them during routine changes.

Children and babies acquire new knowledge and skills, increasing their co-ordination, language and imaginative development well. One baby bangs toys together to make sounds, as music plays in the background, some children make a 'bus' to take them to the shops, others mould and squeeze the play dough. They listen to stories and join in songs and actions rhymes. Children and babies have their individual needs met very well, increasing their development, as staff have a very good understanding of their individual needs and early childhood curriculum such as Birth to three matters and the Foundation Stage. Children and babies access a wide range of interesting and stimulating activities to increase and reinforce their learning, and to foster their curiosity to learn and explore. Staff support them well and build up good relationships with them, helping the children to feel comfortable and relaxed, enabling them to flourish. Children and babies respond positively to adults who are interested in what they do and say. Staff provide sensitive support, ask effective questions to help move learning forward and

anticipate their needs. They often join into their play and encourage them to partake in activities, such as dancing, singing and listening to stories.

## Nursery Education

Teaching and learning is good. Staff organise activities and the routine effectively to ensure children can anticipate and predict what will happen next, and have plenty of opportunities to join in planned and spontaneous events. They have a very good knowledge of the Foundation Stage and children's individual levels of learning, which helps children to achieve their full potential. They plan effectively, monitor and accurately record children's progress and achievements, and use this evidence to successfully move all children's learning forward. Children access a wide range of interesting, stimulating and fun activities, resources and equipment, increasing their skills and development in all areas of learning. However, on occasions, some staff over direct and support the children, to ensure they achieve beyond their actual abilities, to gratify the staff's expectations and desired outcomes; particularly with creative activities.

Children show an interest in numbers and counting, and use some number names and number language spontaneously. They enjoy joining in with number rhymes and songs, and are beginning to complete simple addition and subtraction. They are able to select the correct numeral to represent one to five and some children can count to nine. They say and use number names in order in familiar contexts, for example when counting the pens and the number of children present. Children show curiosity and explore their environment inside and outdoors. They have increasing independence in selecting and carrying out activities and show high levels of involvement in activities, often engaging for extended periods, for example when using the computer, building with construction and at circle time. Children follow instructions well and complete tasks wanting to please staff. They especially enjoy being helper of the day, serving the food and drinks at lunch time to all the children once the staff member has served up the food. Children are confident and articulate speakers and are beginning to use more complex sentences and initiate conversation with their peers and with adults.

Children are becoming confident in using information technology equipment. They eagerly complete simple self-rewarding programmes on the computer. They learn about and take part in celebrating festivals from their own and other cultures, such as Burns night, Chinese New Year, Pancake Day, St David's day, St Patrick's Day, St George's Day, Jewish New Year and Remembrance Day. Children use their senses to explore and participate in activities, such as tasting and smelling the African foods, touching media such as sand, water and dough, seeing changes and images when painting and using the information technology equipment. Children handle small tools and equipment safely and with increasing control. For example, cutlery to eat their meals, paintbrushes, pens and the computer mouse.

## **Helping children make a positive contribution**

The provision is good.

Children are cared for by staff who work with parents to meet their individual needs and ensure they are fully included in the life of the setting. The successful inclusion procedures and staff's effective knowledge of special needs policies, ensure children with additional needs participate fully in all activities and achieve manageable targets, boosting their self worth. All staff have

very good knowledge of each child's routine through discussion with parents, and adhere to this within the routine of the day. Provision for nourishment is available regularly within the daily routine and the days are planned very well in most rooms, and adequately in the toddler group. Children are treated with equal concern and their individual needs and requirements are valued and respected. Children feel a sense of belonging as staff spend time with them, listen and value their ideas and views and have their own pegs to store their own belongings. Children use individual towels to dry their hands and most of these are suitably labelled with names and pictures to support independence. However, some of the younger children's towels only have their written name, which they are unable to identify independently, decreasing their sense of belonging.

Children develop self-esteem and respect for others as staff offer consistent praise and encouragement to their efforts and achievements, provide a setting which supports their needs and which allows them to make some choices. Staff listen to children and value their views and ideas. Children become aware of the wider society and foster an understanding, through celebrating festivals and special events from their own and other cultures. The setting is extremely multi-cultural and staff welcome parents' support and experience with sharing their cultures. Children benefit from activities and resources, which help them value diversity, such as books, puzzles, dressing up clothes, musical instruments, and food tasting of foods from other cultures. This fosters children's social, moral, spiritual and cultural understanding well. Children learn to respond to appropriate expectations for their behaviour and staff are consistent when managing boundaries. They praise and encourage good behaviour and strategies used for managing unwanted behaviour are age appropriate, suitable for children's stages of development and are discussed with parents. The children's behaviour is good at times very good.

Partnership with parents is good and this contributes to children's wellbeing and promotes continuity of care in the nursery. Staff actively seek views from parents about their children's needs and interests before the child starts at the setting, and on a regular basis through out their time there. Staff ensure that all parents know how their children are progressing and developing, through daily verbal exchanges and the photographs displayed of their child's involvement in the daily activities, which staff change weekly to coincide with the topics.

## **Organisation**

The organisation is good.

Staff enhance children's care, welfare and learning opportunities through the good organisation. Leadership and management are good. Children are happy, secure and enjoy their time in the setting because staff offer good care and attention to their needs. Staff ensure children are never left unsupervised with persons not vetted, that ratios are maintained throughout the sessions and the correct amount of staff on duty hold suitable qualifications. This supports their wellbeing. They work well as a team and good communication and guidance allows them to provide a stimulating, well-balanced and smooth flowing programme throughout the day. However, on occasions some children are not sufficiently occupied during routine changes, such as nappy changing. The premises layout is appropriately organised and children experience different areas to play throughout the day, including exploring the garden.

Children benefit from qualified and experienced staff who are very caring. Staff are committed to attending further childcare training and development courses, which management support. This helps them to reflect, monitor and improve the quality of the care and education they offer to all children. They evaluate planned activities to inform future planning, contributing to the children's learning opportunities well. However the plans do not demonstrate how staff differentiate children's individual learning needs to effectively extend learning for the older and more able children and support the younger and less able children. Staff are allocated non-contact time to complete the planning and children's records of achievements. This supports children's future learning needs well. All legally required documentation, which contributes to children's health, safety and wellbeing is in place and is regularly reviewed, although some policies lack up to date detail. The certificate of registration is displayed during operational hours. The provision meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

At the last inspection, the setting had four recommendations for the care inspection and two key weaknesses for the nursery education inspection. They have made significance improvements in all the identified areas, benefiting the children's wellbeing and developmental needs. All mandatory records are stored on site and easily accessible, risk assessments are carried out regularly and there is an induction procedure in place. The named person responsible for child protection feeds back training to all staff safeguarding children's needs.

Children's overall learning benefits from staff's increased knowledge of the Foundation Stage. They have regular opportunities to use mathematical language and to discover how things work, promoting their learning well.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure the first aid box contains products which are in date, follow up to date guidance and does not contain medication; and ensure children can access water more readily
- make sure all children can easily identify their own towel to effectively develop a sense of belonging
- make sure the younger children are occupied sufficiently between changes to the routine and the child protection policy contains up to date information.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children are able to complete tasks at their own ability and discourage staff to aid them with making marks to the staff's desired outcome
- develop systems to include differentiation on planning to continue to extend learning for older and more able children and to support younger and less able children.

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