

The Park Kindergarten

Inspection report for early years provision

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Inspector Lindsay Ann Farenden

Setting address St. Saviours Vicarage, 351 Battersea Park Road, London, SW11 4LH
Telephone number 01622 833 331
Email ce@thekindergartens.com
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Park Kindergarten is one of seven nurseries run by The Kindertartens Limited. It was registered in 2008 and operates from one room, located in St Saviour's Church Hall, in the London borough of Wandsworth. All children share access to a secure enclosed outdoor play area.

The nursery school is registered to provide care for maximum of 30 children any one time in the early years age group. There are currently 42 in the early years age group on roll and 25 children receive funding for early education. The nursery school is registered on the following registers the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery school is open each weekday from 09.00 to 15.30 for 33 weeks of the year. Children attend a variety of sessions. The nursery currently supports a number of children who speak English as an additional language.

The nursery school employs seven members of staff. Of these, five hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is outstanding. Children flourish in this delightful setting in which the dedicated staff team are passionate about providing high quality care and a superb range of learning experiences for them each day. Staff are totally committed to providing a fully inclusive environment in which they value and respect the individuality of each child that attends the pre-school. The close working partnership with parents ensures they are kept very well informed about their child's progress. Regular self-evaluation by the manager and staff team ensures that priorities for future development are promptly identified and acted on, ensuring excellent outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend older children's opportunities to develop their climbing and balancing skills

The leadership and management of the early years provision

Children are relaxed and at ease in the extremely well organised environment. The resources are very well presented and the children confidently initiate their own play and learning. Children's work is beautifully displayed and labelled around the classroom which shows it is valued and gives them a real sense of belonging.

There are robust systems in place to recruit and induct new staff which ensures they are suitable and qualified to care for children. The staff team are enthusiastic and benefit from the strong direction and clear focus of the provider. Staff attend a rolling training programme which enables them to regularly update and refresh their knowledge and skills ensuring they are always up to date with current knowledge. There are detailed written policies which are consistently applied, which consequently contribute to children's safety and welfare and the highly effective running of the pre-school.

Staff are extremely vigilant about children's safety and security. Comprehensive risk assessments indoors, outdoors and on outings ensure children's safety. Children learn about keeping themselves safe, as staff remind them to hold on to the banister when using the stairs and the importance of listening out for cars in the car park, when walking to the garden area. Fire fighting equipment is in place and exit doors are kept clear. Regular fire drills ensure staff and children learn to evacuate the premises quickly and safely. Children are very well safeguarded due to the staff's knowledge of child protection. They undertake appropriate training so are aware of the signs of abuse and understand the procedures to follow if they are concerned about a child.

The partnership with parents is a real strength in the pre-school. Children benefit greatly from the involvement of the parents during outings, by sharing their skills and knowledge with the children and reading them stories. Parents are warmly welcomed by staff when they bring and collect their child. They are provided with a wealth of information about their child's time at the pre-school through a board outside the entrance door with details about activities undertaken and weekly diaries. The newsletters provide photographs of activities children have been doing and future planned activities, so parents are able to continue their child's learning at home if they want to. They are very well informed about their child's progress through verbal feedback from their child's key worker, twice yearly meetings and excellent written reports on their child's progress. Policies are easily accessible to parents, including procedures on how to make a complaint. Curriculum information evenings provide parents with information about the education provision provided.

Children with learning difficulties and/or disabilities are exceptionally well supported and make good progress, because staff work closely with parents and other professionals when setting meaningful targets as part of the individual educational plans. Children with English as an additional language feel valued within the nursery, as books are provided in dual languages and stories are read to them in their own language.

The quality and standards of the early years provision

Children are provided with excellent opportunities to help them make progress across all areas of learning. Staff provide a totally child-centred learning environment in which children enter brimming with excitement. They are captivated and inspired by the extensive range of stimulating, imaginative and exciting learning opportunities on offer.

Children have a most fantastic time in the role play area which is set up as a garden centre. They busily dig in the soil and put it in wheelbarrows, and plant real flowers in pots and then take them to the till to pay for them with pretend money. Creativity is expressed through a very wide range of media. Children paint their own unique pictures and busily make models using sellotape and glue using recyclable materials during free play. They enjoy exploring musical instruments and sing songs with great gusto.

Children count confidently, clearly understanding numbers that are important to them, such as their age. They confidently access an excellent range of resources which develops their knowledge of the concepts of matching, sorting, shape and measurement. Children explore electronic toys with interest and use good eye and hand co-ordination when using the up to date computers.

Children freely engage in fluent conversation with their peers and adults and convey their needs effectively. The writing tables are presented in a very desirable way, which encourages children over to them to mark make, draw and practise forming recognisable letters. They are also encouraged to write for a variety of purposes in all areas of play. The comfortable, well resourced book areas are most inviting for children and they listen avidly to stories because staff tell them with great expression using books and puppets.

Physical activity is a fundamental part of the children's day, as they enjoy ballet sessions showing versatility and creativity as they move their bodies gainfully. Children have great fun at 'fit and fun' sessions as they concentrate hard to take big steps over hurdles and practise their balancing skills. Younger children develop their climbing skills using the slide and frame in the garden and older children have some opportunities to use large apparatus when visiting the park. Their fine motor skills are developing extremely well, as they use scissors and glue sticks, fit puzzle pieces together and pour their own drinks.

Playing in the garden is extremely popular with the children, which is also set up as an exciting learning environment to encourage them in all areas of development. Activities include sand and water, art and craft materials, chalks, crayons, pencils, role play resources, books, wheeled toys, a slide, tent, bats and balls.

Children have extensive opportunities to learn about the world around them through planned activities, regular visitors to the pre-school and outings. They particularly liked it when officers brought the fire engine to pre-school and had the opportunity to sit in it and use the hoses. Currently children are learning about different countries and with great enthusiasm paint and talk about animals of different countries. They enjoyed going to the post office to send a letter to another nursery in America. They visit museums to enhance their learning and places of interest such as Kew gardens. Resources which promote positive images of diversity are used in everyday play. Children learn about different cultural events through activities, such as having a go at writing in Chinese and having story read to them about Diwali. Children proudly celebrate their birthday by wearing a crown made for them and sharing cake with the other children.

Children are exceptionally well behaved, because they are having a thoroughly enjoyable time and are busy and occupied at all times. Staff are excellent role models and give lots of praise for even the smallest achievements, which encourages children to persevere and practise skills. Children have high self-esteem and happily talk about their home life and activities they enjoy with staff and each other.

The excellent key person system means that named staff know individual children exceptionally well. Right from the start, staff find out about children's skills, interests and needs and build on this information effectively to help them continually achieve. A flexible approach to planning and an excellent balance between adult and child-led activities allows them to learn at their own pace. Staff use questions and discussion very successfully to challenge children's thinking and language skills. Children make very good progress because staff use highly effective systems to monitor and record children's achievements and to plan experiences that help them take their next step in their learning.

Staff give high priority to hygiene routines and procedures to protect children's health. The exceptional adult support and guidance help children gain an excellent understanding of hygiene and a desire to become independent in their personal care. A number of staff hold a current first aid certificate, so children are able to be treated appropriately in the event of an accident. All accidents are recorded and shared with parents. Children confidently help themselves to drinking water throughout the session. They enjoy tasting a variety of fruits at snack time, which helps them develop healthy eating habits from a young age. Procedures are in place to ensure any specific dietary requirements are met.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1

Quality and standards

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met