

The Lanes Kindergarten

Inspection report for early years provision

Unique reference number	EY375091
Inspection date	27/02/2009
Inspector	Carol Newman
Setting address	Community Centre, Breech Lane, Walton on the Hill, KT20 7SN
Telephone number	
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

The Lanes Kindergarten is privately owned and originally opened in 1990. The existing provider took over in 2008. It operates from two halls within the community centre in Walton on the Hill in Surrey. A maximum of 40 children may attend the pre-school at any one time. The pre-school is open each weekday, during term time only. Opening hours are Monday, Tuesday and Friday from 09:00 to 15.00 and Wednesday and Thursday from 09.00 to 12.15. All children share access to a secure, enclosed outdoor play area.

There are currently 31 children aged from two to under five years on roll. Those attending are from the local and surrounding area. The kindergarten supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The kindergarten employs six members of staff, of these, four staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register. There are no accessibility issues.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Although staff are beginning to use self-evaluation to effectively assess their practice, children's individual learning, development and welfare needs are not sufficiently met at the time of this inspection. Staff work well together and they recognise that all children are individuals with differing needs. However, children are not encouraged to celebrate the variety of cultures represented in the setting. The staff team are committed practitioners who are keen to continually improve the provision for the benefit of the children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- maintain continuous, meaningful, observational assessment about each child's development and learning so that informed decisions can be made about the child's progress to plan next steps to meet learning and development needs (Assessment arrangements) 19/03/2009
- promote positive attitudes to diversity and difference within all children to help them to value different aspects of their own and other people's lives 19/03/2009

- (Safeguarding and Welfare)
 - ensure effective continuity and progression for children attending more than one setting, by sharing relevant information with each other and parents (Safeguarding and Welfare) 19/03/2009
 - involve all practitioners in the planning of activities for all children, including those with additional needs, based on the six areas of learning so that a successful learning environment is sustained for each and every individual child (Educational programmes) 19/03/2009
 - maintain an accurate daily record of the children's hours of attendance (Documentation) 19/03/2009
 - carry out and review a full risk assessment, which includes an assessment of required adult:child ratios, before embarking on each type of outing (Safeguarding and Welfare) 19/03/2009
 - maintain a record of risk assessment that clearly states when it was carried out, by whom, the date of review and any action taken following a review or incident (Documentation). 19/03/2009
- To improve the early years provision the registered person should:

- ensure all policies and procedures accurately reflect the practice of the setting
- use training made available by the local authority and other sources to develop staff knowledge and skills, particularly with regard to the Early Years Foundation Stage and a suitably qualified SENCO.

The leadership and management of the early years provision

The manager and staff team work hard to develop the provision. However, the setting is in breach of some of the requirements of the statutory framework for the Early Years Foundation Stage.

The setting changed ownership and management in September 2008 and since then a full set of policies and procedures, to guide staff in their daily practice, has been implemented and staff records are very well maintained. However, some policies do not accurately reflect the practice of the setting and an accurate daily record of the children's hours of attendance is not in place.

Children are supported by a well qualified, suitable, committed staff team who are continually striving to improve the outcomes for all the children. Staff recognise when children will benefit from their intervention and when they will achieve the most if left to develop their own play. However, some staff have not yet accessed the training made available by the local authority and other sources to develop their knowledge and skills, particularly with regard to the Early Years Foundation Stage and a suitably qualified special educational needs coordinator (SENCO).

Some risk assessment procedures are in place and staff understand how to minimise hazards to children, especially in the outdoor area. Staff are just beginning to use self-evaluation to identify the strengths of the provision and the areas for development and the manager has a realistic understanding of the improvements she wishes to implement.

All children and parents are welcomed into the setting. Parents know they can ask to see their children's records at any time and they know how to access copies of the policies and procedures to keep them informed. Information on notice-boards and in newsletters help to develop the home/pre-school partnership. However, information is not effectively shared to ensure continuity and progression for children attending more than one setting, at present. Parents are asked to contribute what they know about their child before children start and this helps staff to quickly settle new children into the setting.

There is an effective induction process in place to ensure new members of staff understand their responsibilities. Staff understand safeguarding issues and they know the procedures to follow if they have concerns about a child in their care. This means they can act appropriately and in the best interests of the child.

The quality and standards of the early years provision

Children play happily in this welcoming provision. Staff interact well with the children to ensure children enjoy their time with them. The setting operates a 'continuous provision' system where children can easily access a wide range of resources in both rooms, at all times. Children are free to choose their activities during free play times. Staff make good use of spontaneous learning opportunities. For example, children stroke and discuss one child's new puppy and learn the word 'puppy'. Staff reinforce good hygiene practices by ensuring the children understand that they must wash their hands after handling animals.

Lists of weekly activities are made available to the parents on the planning sheet. These include suggestions for resources that parents can bring to the setting to support the children's learning. However, planning of activities for all children, including those with additional needs, does not involve all practitioners. It is not based on the six areas of learning so that a successful learning environment is sustained for each and every individual child. Some adult initiated/adult focussed activity sheets are in place. However, these are not completed on a regular basis. Observations of the children's activities and about each child's development and learning are not continuous, meaningful and consistently maintained by all key workers. Therefore, informed decisions cannot always be made about the child's progress in order to plan individual children's next steps to meet learning and development needs.

Staff understand how to effectively manage unwanted behaviour according to children's ages and stages of development. Children are encouraged to resolve disputes for themselves, to share and take turns and to recognise the needs of others. However, staff do not find out about the cultural differences and festivals celebrated by children attending the setting. Therefore, positive attitudes to

diversity and difference, to help children to value different aspects of their own and other people's lives, are not always promoted.

A risk assessment of the premises to identify hazards was carried out in September 2008. Regular emergency evacuation practices and good security systems for admitting visitors to the setting contribute to children's safety within the setting. However, outings are not currently risk assessed and a record of risk assessment that clearly states when it was carried out, by whom, the date of review and any action taken following a review or incident is not in place and this compromises children's safety. Children are encouraged to count the group when they go in and out of the outdoor area and setting rules help to promote children's understanding of how to keep themselves safe.

Children's good health and well-being is promoted effectively through a range of good hygiene procedures. Staff ensure children wash their hands whenever necessary and children are provided with regular drinks and healthy snacks to contribute to their well-being.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.