

Somerford Kindergarten

Inspection report for early years provision

Unique reference number 305306
Inspection date 07/12/2009
Inspector Clare Henderson

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Somerford Kindergarten is run by Somerford management committee. It was registered in 1982 and operates from a pre-fabricated mobile classroom within the grounds of Quinta County Primary School, Congleton. Children have access to two play rooms, an outdoor play area and associated facilities. A maximum of 24 children between the ages of two and five years of age may attend at any one time. There are currently 23 children on roll who are within the Early Years Foundation Stage. Of these, 17 are in receipt of funding for nursery education. The kindergarten supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and is open each week day from 9.15 am to 11.45am; for lunch club from 11.45am to 12.30pm; and from 12.30pm to 3pm, during term time only. There are eight members of staff, including the manager, who works directly with the children. Seven of the staff hold an appropriate early years qualification at level three and one is an unqualified nursery assistant. In addition, two of the staff hold Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Somerford Kindergarten is inclusive of all children, including those who have special education needs and/or disabilities and those who are learning English as an additional language. It meets the needs of all children well, so they can make good progress in their learning and development. Partnerships with parents are excellent, and partnerships with other providers and local schools are good at ensuring children are safe and well cared for. There is good capacity to improve because the manager and her staff evaluate the provision well and accurately identify steps they can take to improve further.

What steps need to be taken to improve provision further?

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

- ensure all welfare policies are ratified by the management committee
- ensure the outdoor provision is made available to children on a continuous basis
- extend local partnerships to access further training for staff in the Early Years Foundation Stage curriculum.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are good. The premises are safe and secure and a comprehensive range of policies and procedures is fully in place to protect the

children at all times. However, these policies and procedures, though updated to reflect current regulations, are not yet all ratified by the management committee. The well-qualified and experienced team work well together. Staff meet frequently to review their practice so they can identify areas for improvement. They update their skills and knowledge by attending training on subjects such as safeguarding children and first aid. However, they would benefit from accessing further Early Years Foundation Stage training opportunities in areas of curriculum development.

Adults use their detailed knowledge of the children as individuals and assessment information well to ensure that all children have full access to learning. The inclusive nature of the setting ensures that it pays good regard to promoting equality of opportunity for all children.

Adults have a good understanding of how to make the best use of resources; for example, through good partnerships within the local community, with the adjoining primary school and with others in the locality. As a result, children are well supported and prepared when they move to primary school.

The school's partnership with parents and carers is excellent. Comments such as 'I choose to travel five miles each way to attend this excellent nursery' are the typical views of parents. Staff continually seek parents' views through questionnaires and newsletters. This information is used well, alongside the team's own detailed observations, to identify the next steps in children's learning.

The quality and standards of the early years provision and outcomes for children

Children are all confident, happy learners who develop excellent relationships with every adult in the kindergarten. Their smiling faces are testament to how safe and contented they feel. They work happily independently and with one another, showing good negotiation and co-operation skills. Activities are carefully planned each week to provide interest and enjoyment for all the children. These are enhanced by opportunities to make their own choices and suggestions about an activity. For example, they set up a post office role-play area after a visit from the local postman and then play in the area with great enjoyment. Their speaking, listening and creative skills are developed well as they enjoy dressing as different characters in the role-play areas.

Longer-term planning ensures that, over time, activities are provided which allow children to meet opportunities across all areas of learning, both indoors and outdoors, although they are not able to access the outdoor play area on a continuous basis. When during the inspection they are observed playing outside, they really enjoy extending their physical and social skills. Children engage in a wide range of activities and experiences, such as learning about Christmas and Diwali. This helps them to value diversity. Lots of first-hand experiences, through trips, visitors and visits, throughout the year, to the local primary school, ensure children's knowledge of the world and their preparation for full-time school develop well.

Adults carefully monitor and join in with group activities, developing children's language with careful questioning and ensuring that they learn to take turns and share. This is evident as children use 'glup' to explore textures and patterns whilst the adult, with meaningful and probing questions, encourages thinking and language development well.

Providing for the welfare of each child is of central importance in the setting. Rigorous routines to ensure safety, health and hygiene are adhered to by everyone. Children's behaviour is exemplary and they show an excellent awareness of responsibility within the setting. For instance, they diligently tidy up at the end of the session or willingly clear their plates after snack time. Children's confidence and home/kindergarten links are fostered very well. An example of this is when 'George the panda' accompanies children home and then embarks on some very interesting journeys, which are shared when he returns. One example is when he went on the flight deck of a jumbo jet. The opportunity to share such experiences ensures that the children feel unique and highly valued.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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