



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 103836

DfES Number: 513321

INSPECTION DETAILS

Inspection Date 19/02/2004
Inspector Name Jacqueline Fryer

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Rochester Kindergarten
Setting Address St John Fisher Church Hall
Maidstone Road
Rochester
Kent
ME1 3EN

REGISTERED PROVIDER DETAILS

Name Mrs Lindsay Ann McLaughlan

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rochester Kindergarten opened in 1987. It operates from one room in a church hall in Rochester. The Kindergarten serves the local area.

There are currently 37 children from 2½ to 5 years on roll. This includes 17 funded 3-year-olds and 12 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports 2 children with special needs and 1 child who speaks English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 to 11.45 and 12.45 to 15.15.

Six staff work with the children during the morning session and four staff in the afternoon. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification, and one staff member has an NVQ level 2 and is working towards her NVQ level 3. The setting receives support from the local Early Years Development and Childcare Partnership (EYDCP).

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Rochester Kindergarten offers good quality nursery provision. This helps children make generally good progress towards the early learning goals.

Teaching is generally good. Most staff show a secure knowledge of the early learning goals. Staff know the children well and activities are planned to take each child's individual needs and abilities into account. Planning and record keeping has improved and staff use this to plan the children's next steps. Staff need to ensure that during their time at the group, children have opportunities to cover all the stepping stones. Children have limited opportunities to extend their large motor skills within the setting or in the garden. The staff's caring attitude allows children to become confident and they build up good relationships with their peers. The staff ratios are good and they are able to spend time working on a one-to-one basis with children who have special needs. The staff praise and encourage children. They are good role models and expect children to behave appropriately. Children's behaviour is good.

The group fosters good relationships with parents, who are welcomed into the setting. Parents receive good information about the group through newsletters and the parent notice board. Staff are approachable and parents feel included in their children's learning. Staff still need to continue to encourage parents to become active in planning their child's next steps.

Leadership and management is generally good. The provider looks at her staff's strengths and weaknesses. There are regular meetings for all staff to attend where their input is valued. Staff are encouraged to attend training and short courses to update their knowledge. The supervisor is aware of the need to have good effective planning in place. The staff work well as a team. They are caring and committed towards the children.

What is being done well?

- Staff's attitudes and interaction with the children ensure children are confident learners, motivated to learn and explore new ideas. Staff are committed to children's care and learning.
- Children are given good opportunities in all areas to extend their learning. Older and more able children are challenged by new and different activities, in a well presented, bright environment.
- Children's behaviour is good. They are confident, interested and able to work on their own.
- Children move confidently between activities, secure in the knowledge that staff deployment ensures adult support is available whenever necessary.

- Partnership with parents is positively encouraged. Parents are welcomed into the setting to receive and share information.

What needs to be improved?

- the continued encouragement of parental involvement with their child's individual play plan
- the planning to ensure all the stepping stones are covered over a reasonable length of time
- opportunities for children to develop their large physical skills
- opportunities, during snack time, for children to increase their independence skills and foster good relationships with staff in small groups.

What has improved since the last inspection?

The book area is well used by children with and without adult support.

Children are given good opportunities to develop their language and literacy skills.

Staff observe and record children's progress, and use this for future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are confident learners and form good relationships with their peers and significant adults. Children use the toys and equipment appropriately. Staff have high expectations of children's behaviour, which is very good. Children help to tidy up at the end of the session. Lack of storage means children have limited self-selection choices, but activities can be changed. Snack time is very long and there are missed opportunities for children to increase their independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children's spoken language is developing well. Staff support this by asking children open-ended questions. The children use the role-play areas to communicate in real and pretend situations with their peers and adults. The children are becoming confident writers. They learn to recognise and write letters during informal and planned activities. Children use the book area well with and without adult support.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming confident in their ability to count up to ten and recognise numbers. Three and four-year-olds are given sufficient challenges through a range of practical activities. Staff use appropriate language to help children consolidate their learning for mathematical development. Small groups mean staff are able to support, discuss and encourage children to look at problems and think through the solutions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Some of the older, more able children are able to discuss differences between their home environment and children who live in different countries. The children show they are interested in new people and ask appropriate questions to find out more. This leads to discussion about themselves. Children use basic information technology and equipment to enhance their learning. Parents are actively encouraged to support their children's learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are given good opportunities to develop their small motor skills. There are limited opportunities for children to develop their large physical skills. They are becoming confident in using a range of small tools and equipment. The children move confidently and safely around the tables and show they are aware of space. Discussions and topics help children to learn about their bodies and being healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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A good range of resources and equipment show that most children are using their imaginations well and becoming confident in playing out pretend and real life situations using appropriate language. Children are offered a range of experiences and resources that allow them to become confident at expressing themselves. Children extend their creative development through a range of planned and informal activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Ensure children are given good opportunities during snack time to increase their social and independence skills.
- Plan and extend opportunities for children to develop their large motor skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.