

The Park Kindergarten, SW2

Inspection report for early years provision

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Inspector	Janet Williams

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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

The Park Kindergarten, SW2 registered in September 2010. It is part of a group of eight settings owned by The Kindertentens Limited. It operates in the pavilion of a tennis club situated in Streatham in the London Borough of Lambeth. Children have access to a large play room with suitable toilet and wash facilities. A kitchen is available for the preparation of drinks and snacks. There is access to an outdoor play area.

A maximum of 20 children may attend the nursery at any one time. There are currently 13 children on roll. The nursery operates from 9pm to 4pm, term time only. The nursery employs four staff to work with the children and all have an early years qualification. The nursery is registered by Ofsted on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in an organised environment providing a balanced range of learning opportunities to meet the needs of most children attending. Effective inclusive practice promotes good partnerships. For example, staff have established a strong relationship with parents, the local community and work closely with many of the nursery's other Kindergarten groups. Although the nursery continuously looks at their strengths and make further improvement through addressing and identifying areas of weakness to improve practice, it does not fully identify priorities for development that would improve the quality of provision for all children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the registration certificate is displayed at all times (Documentation). 18/01/2011

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

- identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- plan more effectively for outdoor play to meet all children's needs.

The effectiveness of leadership and management of the early years provision

There are good systems in place to ensure children are safeguarded and protected. A good staff ratio ensures that children are well supervised. Staff have a competent knowledge of child protection issues. They receive clear information regarding the signs and symptoms of abuse. Some staff have attended in-house or external training for safeguarding and protecting children. Children's safety continues to be maintained through good risk assessment procedures to ensure all areas are checked for safety on a daily basis. Fire drills are practised regularly and recorded and access to the provision is well organised.

Comprehensive policies and procedures reflect most of the aims and objective for effective operation. Most of the mandatory documentation is in place for the safe management of the nursery. For example, permission has been obtained from parents and carers for administering medication, emergency medical treatment and for outings. However, the nursery has failed to ensure that the registration certificate is displayed at all times. The nursery aims to improve the quality of children's care and education through the use of the self-evaluation.

There is some clear evidence that staff have a sound knowledge of the six areas of learning within the Early Years Foundation Stage, long and short-term plans are used to provide a reasonable range of activities and learning opportunities for some children attending. Although all children have observation and assessment folders, they mainly consist of photographs and the abbreviation letter to note the areas of learning the activity covered. However, most have no dates and in addition files do not all fully identify the next steps for each child and address if they are achieving satisfactorily.

Children play and learn in a secure environment where they can move around freely and independently. The indoors area is organised to enable children to access equipment at child level. However, the outdoor play area is not effectively deployed to create a fully stimulating and supportive environment for children.

The partnership with parents is good. Parents provide relevant information about their children to the staff. This helps to ensure children receive individual care and attention. Staff complete a daily contact book for parents giving information about their child and their daily activities. This also allows for them to comment and contribute to their children's care and education. The good two-way flow of information ensures continuity for all children. Feedback received from parents indicates how well children have progressed, such as, learning colours, letters and numbers. Good partnerships are being established with the local community. For example, children enjoy outings to the local shops and the fire department have been invited to talk to children about fire. This promotes effective links for promoting children's knowledge of their environment and future lifeskills. Staff are aware of their role and responsibility and plan to work closely with others to support children who have special educational needs and/or disabilities.

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

Children are happy, settled and relate well to each other. They can choose and help themselves to what they want to play with from the balanced range of resources and equipment. Children have opportunities to play alone, in small or large groups with a balance of child-initiated and staff-directed activities. The nursery has routines in place to allow for children to learn boundaries, however, at snack times this is inconsistent. Children learn and know how to keep themselves safe. For example, they are encouraged not to run within the setting to avoid falling and hurting themselves. Although staff have some good learning aspects in place to enable children to progress in their learning, some activities do not adequately support all children. For example, activities that are stimulating for older children, younger children find less interesting, such as, bead threading. At circle time children are confident and this is used as an opportunity for children to link letters and sounds. The large floor mat has all the letters of the alphabet with symbols that reflect a letter. Staff phonetically pronounce the letters and ask children whose name begins with that sound. Children with the letter beginning with their name confidently put up their hand and/or sit on the symbol. Children's language is developing well and opportunities are given for them to practise writing and many children can write their own name. Children show an interest in numbers and counting. They have some good opportunities to recognise and use numbers. For example, staff, after taking the register, ask the children to count how many children are present; they count in sequence one to seven.

Children have free access to some suitable ranges of resources and materials, including a range of information technology equipment, which encourages them to explore and investigate. Themed topics each week promote and link to the areas of learning within the early learning goals. This week children are learning about fire and who they call if there is a fire. The home corner has been turned into a fire station, with a range of fire officers' clothes. Children dress up and role play pretending their house is on fire and they call nine, nine, nine. Creative art activities enable children to demonstrate good cutting and joining skills. Children make a fire engine using a various range of materials competently, such as shape boxes, red paint, tissue paper and appropriate tools. This contributes to their fine motor skills.

Children play in a clean environment where they learn to follow good hygiene practices. Although children have an opportunity to develop a healthy lifestyle and promote their physical development through frequently enjoying the freedom of outdoors. However, few resources are available to promote their physical development and extend their imagination and creativity. Nutritious snacks are provided to help children develop healthy eating habits from a young age.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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