

# Beechtree Headingley Kindergarten

Inspection report for early years provision

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<b>Unique reference number</b>	EY414402
<b>Inspection date</b>	23/05/2011
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<b>Type of setting</b>	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*.

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).

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.

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## Description of the setting

Beechtree Steiner Initiative has been registered since 2010. It is run by a registered charity with a board of trustees. The setting operates from converted premises in Headingley, a suburb of Leeds. Outdoor play facilities adjoin the building. The setting is open Monday to Thursday from 8.45am to 5pm and from 8.45am until 1.30pm on Fridays, term time only. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register and may care for a maximum of 20 children at any one time. There are 22 children in the early years age group on roll. The setting receives nursery education funding for three and four-year-old children. They welcome children with special educational needs or disabilities and children with English as an additional language. There are four members of staff working with the children, two of whom hold an appropriate early years qualification. Two members of staff are working towards a qualification. The setting follows the Steiner Waldorf approach to education and receives support from the Steiner Waldorf Schools Fellowship. It has some exemptions and modifications to some elements of the Early Years Foundation Stage.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Efficient leadership and management provides a clear direction to maintain continuous improvement and enhance children's care and wellbeing. Most of the required documentation is in place and generally well maintained to effectively meet children's individual needs. Therefore, children make good progress in all areas of learning due to the exceptional partnerships with parents and effective links with other providers. Children demonstrate an excellent understanding of how to keep themselves safe whilst developing valuable skills for the future.

## What steps need to be taken to improve provision further?

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

- improve documentation with regard to the seeking of emergency medical advice (Documentation). 06/06/2011

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

- ensure that confidentiality is maintained on accident records
- develop the systems for the initial sharing of relevant information where children receive care and education in more than one setting.

## **The effectiveness of leadership and management of the early years provision**

All staff are fully aware of their role and responsibility to safeguard children in their care. This is strengthened through staff regularly accessing training to update their knowledge and skills in recognising the signs and symptoms of abuse or neglect. Thorough recruitment and vetting procedures of staff ensure that adults working with children are suitable and have the appropriate skills, qualifications and experience. Children are further protected as staff consistently record medication administered and any accidents children have. However, confidentiality is not fully maintained as some accident records name other children, which does not protect their anonymity. Staff have a secure awareness of how to keep children safe and the consistent reviewing of risk assessments minimises hazards to children indoors, outdoors and on outings. The setting consistently requests written parental consent to seek emergency medical treatment but not advice. This does not meet regulations to fully promote children's wellbeing. Clear policies and procedures ensure the effective management of the setting. The manager works very 'hands-on'. She is a positive role model and leads the daily sessions by demonstrating good practice.

Staff establish and maintain excellent relationships with parents. Effective systems ensure a consistent two-way flow of information to fully meet children's individual needs. Parents are exceptionally happy with the care their children receive. They are passionate about the setting and really value the community spirit it fosters. Professional links with other providers of the Early Years Foundation Stage ensure effective communication once children are settled in the Kindergarten. However, systems are not fully developed to ensure that children initially experience a smooth transition between settings. The management and staff are enthusiastic and fully committed to providing a high quality service and enhance outcomes for children. They successfully achieve this with effective self-evaluation and actively seeking the views and opinions of children, parents and other professionals. Action plans are in place and regularly updated to ensure targeted action to enrich children's care and learning. Parents have been fully involved in building steps near the kitchen area to enable children to assist in the preparation of meals and in creating an interesting outdoor area to enhance children's physical development.

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

All children feel very safe and secure within the setting and develop an exceptional awareness of how to use tools and equipment safely, learning everyday skills for later life. Children keep themselves healthy as they confidently pour water from glass jugs, use knives to cut fruit and vegetables, bake bread and know that they need to be careful as the oven is hot and may burn them. Children are familiar with good hygiene practice and spontaneously put on aprons and wash their hands before joining the baking activity. They know that soap 'gets rid of germs and dirt' and that 'germs make you poorly and sick'. Children enjoy being outdoors and benefit from physical activity in all weathers as they hunt for bugs and grow their

own vegetables. Older children proudly state they 'have good muscles as they eat lots of vegetables and fruit'. They feel special and valued and really understand the time, effort and hard work involved as they use spades to dig a large sand pit in the garden.

Children have a real sense of belonging in the setting and proudly state what their 'job' is as they help tidy away when they have finished playing. They know what is expected of them and learn right from wrong through the clear, consistent and realistic boundaries set by staff. Children feel good about themselves and have high levels of self-esteem as staff consistently offer meaningful praise as they play. Children are fully involved in the daily routines of the setting and count how many children and adults are present to know how many bread buns to make for lunch. Children glow with pride as staff state 'that's really good counting'. Children form strong relationships and friendships and are considerate of others. They suggest making an extra bread bun in case another child comes to kindergarten to ensure they will not be hungry. Meal times are a very relaxed, social occasion and children invite visitors to join them. Older children help set the tables and serve the meals, whilst all ages of children clear away and scrape their own plates. Staff actively foster this sense of wellbeing and children feel really important as staff genuinely value their views and ideas. They proudly show 'gnomes' they have made, describing how they used a sharp needle to sew the felt and used 'stuffing to make them big'.

Observations and monitoring of the children's progress is thorough and reflects the staffs' secure knowledge of the Early Years Foundation Stage. The excellent partnership with parents ensures numerous ways for parents to effectively communicate and contribute to their children's learning, including sharing details of home activities and achievements. Children enthusiastically show visitors around the garden, excitedly pointing out the 'round house for stories' and the 'oven to cook pizza and bread outside' which their parents are helping to build. The setting fully acknowledges the importance and value of effectively utilising resources. Staff are extremely proactive in ensuring that children understand about sustainability as they recycle and reuse items on a daily basis. Children develop wonderful imaginations as they make up stories using logs and planks of wood and state they are making the 'round house out of branches from trees and glass bottles for insulation'. Children value and respect people's differences and staff are proactive in adapting resources and equipment to ensure that all children are fully included. They encourage communication using words, eye contact, body language and sign language. Children of all ages enjoy singing songs and listening as staff tell stories. They join in enthusiastically with familiar words and actions. Staff and parents work exceptionally closely, sharing the words of stories and songs of the week to enable parents to continue these with children at home. This also ensures that staff know the correct sign language to accompany the stories and songs to enable all children to fully participate.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	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