

Pine Rivers Kindergarten Limited

Inspection report for early years provision

Unique reference number 116805
Inspection date 13/09/2010
Inspector Catherine Hill

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Type of setting Childcare - Non-Domestic

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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

Pine Rivers Kindergarten Limited opened in 1971. It is a privately owned nursery and operates from a converted Victorian house in the west of Reading. The nursery serves the local community and children may attend for different sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 43 children at any one time. The nursery opens five days a week all year round from 7.30am to 6.00pm. There is provision to take and collect children from All Saint's Infant School. The setting uses four main rooms and there is a fully enclosed outside play area for the children to use.

There are currently 33 children on roll. This includes 15 children in receipt of nursery education funding. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 11 staff who work with the children and, of these, seven have early years qualifications and four staff are currently working towards a recognised early years qualification. The nursery also employs an administrator, a cook, a kitchen assistant and a cleaner.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy within the nursery and all have daily opportunities to learn through play. All staff are involved in planning daily activities for children and children are making satisfactory progress in their learning and development. They have good relationships with staff, who are kind and caring towards them. All children have equal opportunity to access resources and they relax and have fun within the welcoming nursery environment. The nursery has addressed most recommendations made at their last inspection and has a satisfactory capacity to maintain continuous improvement. The management have evaluated nursery practice and identified areas for further development to improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop planning and assessment further , to systematically track children's development in all areas in order to plan their next steps in learning based on

- observational assessment of their current abilities
- implement a system for ensuring the ongoing suitability of staff, for example, notifying staff that they are expected to declare anything which may affect their suitability to work with children
 - value linguistic diversity by providing children with opportunities to develop and use their home languages in their play and learning
 - consider how partnerships with parents and the sharing of information can be improved, with particular regard to sharing policies in dual languages and by ensuring children's development records are consistently maintained and shared.

The effectiveness of leadership and management of the early years provision

Staff understand their roles and responsibilities and work together to provide a happy, stimulating surround for children's care, learning and play. A range of resources are accessible to all children, both indoors and in the garden area, which promote skill development in all areas. Children's artwork is displayed throughout the nursery, for example their handprint butterflies and sand pictures, to show that their efforts are valued. Daily recorded safety checks are maintained together with written risk assessments for any outings to ensure that children are kept safe. Staff are also vigilant to safety as children play and they immediately wipe up any water spillage to prevent a slip hazard. Children's welfare is appropriately safeguarded and staff are confident with the procedures to follow with any child protection concerns. Management ensure staff working with children have been vetted but have no system to notify all people connected with their provision, who work directly with the children, that they expect them to declare anything which may affect their suitability to work with the children. They ensure the premises are secure at all times and records are maintained of visitors to the nursery.

Staff work in partnership with parents and others, as appropriate, to ensure children's individual needs are well known and can be catered for. Information is displayed for parents within the nursery and newsletters are issued to keep them up to date with nursery life. Parents are able to view their child's development records, however not all are consistently maintained, which means some provide limited information on the progress children are making. Management are committed to improving the nursery and have a system for self-evaluation that enables them to reflect on the practice and identify priorities for improvement, for example planning and assessment records. They have successfully utilised the garden area as a learning environment with children being able to flow freely between the indoors and outside.

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

Children behave very well at the nursery and display an interest in their environment as they actively engage in activities. They are polite and sociable and show care and consideration for each other, for example as they ask others to join in with their play. They develop in self-esteem as a result of the praise and encouragement they receive from staff. Staff are attentive to children's individual needs and ensure they are kept clean and comfortable, wiping children's noses and changing nappies, as appropriate. All children have good opportunities to develop their physical skills and healthy bodies during daily sessions. They enjoy play in the fresh air where they confidently ride on scooters, kick balls and manoeuvre wheeled toys around. Indoors younger children ably use the rocker, play tunnel and sit and ride on ladybird. Children follow routine hygiene procedures and wash their hands before sitting for a snack, which consists of a breadstick and a drink. They have individual towels to dry their hands which minimises the risk of any cross infection. They readily turn to staff for support showing they feel safe and secure in their care. They develop an understanding of how to keep themselves safe as they take part in regular recorded fire drills.

Staff plan a variety of activities for children linked to the six areas of learning and they record daily observations of children's play which are transferred to each individual child's development record. However, not all development records are consistently maintained and children's development is not always clearly tracked or observations effectively used to plan the next steps in a child's learning. Children have good opportunities to develop future skills through daily access to a range of activities and resources, which promote learning in all areas.

Children enjoy themselves as they freely paint, draw and colour. They develop their knowledge of technology as they independently access the computer and they concentrate well as they join construction pieces together to make a rocket. They show knowledge of the natural world as they recognise and name different animals in pictures and learn about the food chain through growing carrots in the nursery garden. They enthusiastically help harvest the carrots, recognising the differences in size and showing an understanding of number as they talk about how they have pulled up two carrots.

Children listen attentively to stories, such as 'Monkey Puzzle' and 'The Gruffalo' and join in with familiar text. They have fun as they sing songs, for example 'Down at the station', and eagerly join in with the actions to the words. A range of key word labels displayed inside and in the garden helps promote children's awareness of print carrying meaning, although labelling does not reflect the dual languages some children have. Children explore mark-making with pencils, crayons and chunky chinks and carefully draw round letter templates recognising letters that are in their name. Age appropriate resources stimulate younger children's interest and curiosity and they happily play, for example, with musical instruments, showing good hand and eye coordination as they carefully press the keys on the toy keyboard.

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	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met