

Christchurch Kindergarten @ Gange Children's Centre

Inspection report for early years provision

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Inspection date	19/03/2012
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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

Christchurch Kindergarten @ Gange Children's Centre was registered in 2011 and it is run by a private provider. The setting operates from purpose built premises in the London borough of Harrow. There is access to two play rooms and a secure outdoor play area. The kindergarten provides a service for children from the local community. It is open each weekday from 9.00 - 3.30 and children can attend for various sessions. The kindergarten also offers full time places. The kindergarten is open term time only.

A maximum of 36 children may attend the kindergarten, which is registered on the Early Years Register and the compulsory part of the Childcare register. There are currently 54 children on roll.

The Kindergarten supports children learning English as an additional language and children with special educational needs and/or disabilities.

The kindergarten is in receipt of funding for the provision of free early education for 2, 3 and 4 year old children.

The setting employs four staff, over half of whom are qualified to NVQ at level 3. The manager is qualified to NVQ level 4 and holds the foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued as individuals and are warmly welcomed into the setting. The range of interesting and stimulating activities provided means children are progressing well in all areas of learning and development. Good partnerships with parents and other professionals mean information relating to individual children's progress and needs is shared successfully. Overall, deployment of staff is successful. In the main, the setting has effective systems in place to evaluate and monitor the provision to develop their practice and further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing review - assessing what the setting offers against robust and challenging quality criteria to include the views of parents and children.

The effectiveness of leadership and management of the early years provision

The setting provides a secure and safe environment for all the children to play and learn. The staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. The staff team have a good understanding of their role in safeguarding children. They have clear procedures in place to act professionally if there are any concerns about a child. There are robust recruitment and vetting procedures in place to assess staff suitability to work with children.

The manager and all staff work effectively as a team to provide good quality care and education for children. The successful deployment of staff both inside and outside meets the needs of the children and supports their learning and development appropriately. Good quality resources are freely accessible, helping children to make independent choices. The setting promotes equality and diversity by ensuring that all children and their families are truly valued and respected.

The effective key person system enables staff to gain good knowledge and understanding of the needs of all the children. The setting works extremely well with other agencies to offer thoughtful support to children with additional needs. The staff provide effective support for children who learn to speak English as an additional language. For example, they find out about key words used at home and use sign language to communicate with the children. This creates a supportive, inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

Partnership with parents is good. Parents are valued as partners and the setting's effective engagement with parents contributes towards ensuring the needs of all the children are met. There is a routine exchange of information about each child on a daily basis, and detailed written reports for children are issued. The setting keeps parents completely informed of their children's progress and the friendly approach enables parents to share their knowledge of their children with the staff. Parents are pleased that their children are happy and making good progress; they say the setting provides good quality care for their children.

The manager has a very clear vision of how she intends to develop the work of the setting and enhance the existing good practice for the benefit of the children. She is able to communicate her ambitions effectively to staff, who share her enthusiasm. Self-evaluation is in its early stages. The manager and staff are reflecting and analysing the work of the setting. They have carefully planned the way forward and are considering how they drive improvements. However, parents and children are not involved in the process of self-evaluation.

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

Children are cared for in a welcoming environment where the staff team work very well together to provide a stimulating environment for the children to learn and develop. The staff team use their knowledge of the Early Years Foundation Stage to ensure plans are fun and challenging for the children. Their knowledge of each individual child allows them to incorporate children's interests and ideas into daily plans. This individualised planning helps to narrow the achievement gaps and sustain all the children's progress. The staff team observe the children at play, and assess their stage of development. Staff have created profiles of the children which are a written and pictorial record of the children's development and time in the setting.

Children become active learners, as they are curious and keen to engage in activities. They have free access to a good range of writing resources, which they select independently. Children are making good progress in their communication and language. The children chat to each other and staff, making up wonderful stories as they play. Children enjoy listening to stories as staff's purposeful discussions help to develop children's language. This enables children to establish key skills to support their future learning. Children's creative development is encouraged as they express their own ideas using a variety of art equipment. For example, they paint their own creations and use materials such as glue and wool to create sheep. Staff encourage the children to consider how the wool feels as they use it.

Children know how to operate simple equipment as they use the computer, dragging the mouse to make changes on the screen.

Children have a great time laughing and having fun as they energetically join in action songs and thoroughly enjoy singing with their friends.

Children begin to learn about the wider world and develop an understanding of diversity. This is achieved through creative activities and talking to children about special events in their lives. Children are beginning to understand about healthy lifestyles as they enjoy a range of healthy snacks. Staff and children sit down together for snack time, which helps to create an enjoyable and social occasion. Children's independence is promoted as, when possible, they serve themselves and pour their own drinks. The good health of the children is encouraged as the setting operates a free-flow system to the outdoor area; they wear appropriate outdoor clothing such as wellington boots, which enables them to play even in the rain. Children benefit from the physical exertion of climbing, sliding, and peddling. Children are encouraged to take safe risks as they whiz their bikes down the gently slopes in the outdoor area. Children have a wonderful time as they run playing catch with each other. They are delighted as they run up and down and hide behind trees. Children understand how to keep themselves safe from harm, as they take part in regular fire drills and staff gently remind them about safety issues whilst playing in and outdoors.

Children are beginning to learn what acceptable behaviour is. For example, they learn the importance of sharing toys and taking turns. Good manners are also encouraged. Staff treat children with care and kindness, consequently, the children feel safe and demonstrate this by happily interacting with them as they laugh and have fun together.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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	2
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