

The Park Kindergarten

St. Saviours Vicarage, 351 Battersea Park Road, London, SW11 4LH

Inspection date	23/10/2013
Previous inspection date	15/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Leadership has a proven track record in driving and sustaining continuous improvement through use of self-evaluation and provision of high-quality staff performance management procedures.
- The learning environment is exceptionally well resourced. This encourages children to develop independence, creativity and critical thinking skills.
- Staff ensure high levels of engagement with parents and fully involve them in planning for children's future learning. This helps to ensure that children receive consistent learning support between the kindergarten and home environment.
- Children make significant progress, based on their starting points, because staff make excellent use of observation and assessment to identify children's interests and to ensure children are consistently challenged and reach their potential.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the quality of teaching and children's play and learning within the and outcomes for children's play and learning within the kindergarten and while in an outing to the park.
- The inspector held meetings with the kindergarten leader, provider and vice principle.
- The inspector spoke to a number of parents and took account of their views.
- The inspector sampled a range of documents including children's records, some safeguarding procedures, staff suitability records, documented information from parents and the nursery's self-evaluation.

Inspector

Amanda Tyson

Full Report

Information about the setting

The Park Kindergarten is one of ten preschool nurseries run by The Kindergartens Limited. It opened in 2008 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The kindergarten takes children from age two years. It operates from one room, located in St Saviour's Church Hall, in the London borough of Wandsworth. There is an enclosed outdoor play area. The kindergarten operates on a sessional basis, although older children can attend all day in preparation for school. The morning session is between 9am until 12.15pm and the afternoon session is between 1.15pm and 4pm. The kindergarten is open weekdays during term time. The kindergarten supports children learning English as an additional language. The headmistress has qualified teacher status (QTS). Six staff are employed to work with the children. One has pre-school and primary school teaching diploma, two have early years Level 3 qualifications and one has the Montessori diploma. Two staff are unqualified. There are currently 29 children on roll. The kindergarten is in receipt of nursery education funding for children age three and four years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- involve children more in reviewing their own progress and setting their own goals

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make rapid progress in their learning and development. Staff's knowledge and understanding of the areas of learning and child development is highly secure. Staff are skilled in carrying out meaningful observations on children. They use the information gained from these exceptionally well to identify children's interests and to make precise assessments, including 'the progress check' for children age two years. This means that where a child needs encouragement, for instance to practise using writing tools, staff provide opportunities within play situations they are most interested in. For example, boys use marker pens on whiteboards to plan their models before using the building blocks and construction sets. Any gaps in children's achievement are promptly identified and fully targeted in close partnership with parents and appropriate external agencies. By the end of the summer term many of the eldest children are able to link letters to sounds which means they are able to work out simple words. This gives them a significant head-start for school. Children enjoy talking about their achievements and confidently attempt new challenges as they play. However, they are not fully involved in contributing to setting

their own goals and reviewing their progress, which they are capable of.

Staff exploit spontaneous situations to engage children in critical thinking. When children comment that 'that tree is a long way away', staff challenge children to guess the measurable distance in number. Children respond excitedly saying '50'. Staff then help children test out their estimation using a real tape measure. Staff praise children for their accuracy in guessing this is a high number, while introducing them to higher numbers, in this instance 'a million'. Staff make good use of the local community to help children understand about their immediate world. For example, children observe the progress of new houses being built and the working of cranes and cement mixers en route to the park. Staff seek help from parents to further bring children's learning to life, for example children are shown by a father how to make cement and build a wall using real bricks. Children learn about nature through exciting experiences, such as nurturing chick eggs in an incubator, observing the hatching process and caring for the chicks for their first few weeks of life. Staff help children to realise their role-play ideas, such as setting up a shoe shop, or grocers following a trip to the supermarket to buy fruit for snack time and vegetables for creative activities. Staff then skilfully create opportunities for children to access all areas of learning and apply particular skills. For example, children use 'a proper' foot measure, weigh vegetables, make price labels and use coins and electronic cash tills as they act out the role of customer or sales assistant. A cleverly positioned creative workshop area inspires children's thinking and ideas. For example, a child purposefully selects a toilet roll which they confidently refer to as 'a cylinder' to represent features of their model. Children are helped to develop their listening and attention skills through music. Specialist teachers guide them verbally and with actions to recognise and create sound patterns and differences. Children use a wide range of ICT equipment, including interactive white boards, computers, cameras and printers with confidence and skill.

Children enjoy learning and staff create an environment that promotes communication and language very well. Staff use successful teaching strategies to support children learning English as an additional language. They explain to parents the importance of continuing to use their first language in the home to support children in becoming bilingual. Staff use key words and phrases in children's first language and actions and pictures to support their communication with children. Staff give children time to process what they hear before continuing conversations. As a result children make rapid progress in both languages.

Activity planning is often exceptionally innovative. Children learn so much from activities linked to special events, such as 'make a difference day'. In the past children have made things for people in a local hospice and more recently they all brought in a soft toy for dogs in the local rescue centre to play with.

The contribution of the early years provision to the well-being of children

The welcoming and stimulating kindergarten environment along with staffs' expertise and enthusiasm, ensures children are happy and keen to learn. Play and learning resources are of the highest quality and provide for all children's interests and learning needs. The key

person system is highly effective in supporting children's personal, social and emotional needs. The kindergarten's settling-in procedure for new children enables them to settle in at their own pace. Staff use a picture timetable to help children with communication and language delay and those learning English as an additional language, to understand the routine of the day. Children can see, for example, when their parent will be collecting, which reassures them. Staff and management work closely with parents to help children develop self-confidence and ability to manage their own feelings appropriately. Squabbles are rare because children are consistently engaged in dynamic, active play. The kindergarten has well thought through and appropriate strategies in place for helping children understand the impact of any misbehaviour. For example, staff take children aside, sit with them and help them to think about the impact their behaviour has on others. They also use books and puppets and circle time discussions to deliver moral messages to children. Staff support parents in establishing home routines and behavioural boundaries, such as for sleep and mealtimes. Parents talk enthusiastically about how staff help to raise children's self-esteem by displaying children's efforts and achievements on the 'WOW' board for staff to celebrate with children during circle time.

Children show confidence and good awareness of safety as they walk sensibly to the park and stay within the perimeter boundaries created by staff once there. They know how to behave if approached by an unaccompanied dog and are developing an understanding of stranger danger. For example, they know that police officers are safe people and so confidently and excitedly engage with them. Children butter their own bread and cut their own fruit and are well guided by staff to use knives safely. Children take themselves to the toilet and always remember to wash their hands. Children help themselves to trays and baskets of materials and tools to experiment with, returning them to the shelf when they are finished. Children develop good small muscle control by using clothes pegs, large tongs and small tweezers, for instance to form a pattern around the rim of a basket or to transfer grains. Children enjoy music and movement activities and the weekly ballet sessions which helps to develop their coordination. Parents are very appreciative of the kindergartens provision for outdoor play. The kindergarten has a good supply of spare clothing to ensure children are always suitably dressed, for instance in rain and snow. Staff encourage children to engage in physical challenges. Children are helped by staff to make safe judgements about their play. For example, they consider how high to climb a tree and whether to roll down grass hills. These experiences are exhilarating to children and build their confidence. Children enjoy healthy snacks. Staff sit with children and use the time well to engage children in sociable conversation and to encourage good table manners.

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

Management have an exceptionally good knowledge and understanding of the welfare and learning and development requirements. They are highly successful and proactive in driving improvement and sustaining high-quality provision. Since the last inspection the setting has increased and updated ICT equipment, making this aspect of the educational programme a particular feature of excellence. Opportunities for children to make marks

and write have been further extended, for instance in block play areas and outdoors. Staff have also been allocated time outside of direct work with the children, to review and update children's assessment records and to plan for their individual progress. A number of staff have been supported to achieve basic Forest School teaching qualifications which, as a result, has improved outdoor activity planning. Current plans are focussed on funding at least one member of staff to achieve the leadership qualification to enable the kindergarten to deliver the full Forest School ethos, for instance cooking on a fire pit and using wood whittling tools.

The kindergarten has exceptionally well thought through strategies in place for promoting partnership with parents. Staff work extremely closely with parents to support them with the challenges of parenthood and to involve them in reviewing and planning for children's progress in readiness for school. Parents often come in to read stories to children, to share their knowledge and skills, and to watch the many performances children put on for them. Management organise regular information and parent consultation evenings, for example, to explain how they help children to learn and about the school application processes. Parents receive a detailed summary report of their child's progress twice per year and meet with their child's teacher at least once per year. There is an active parent committee who help management organise social and charitable events and in completing self-evaluation. Parents say that management are highly approachable and seek and listen to their views. There is a clear complaints procedure in place which is well promoted to parents. The kindergarten team have well established relationships with the schools children transfer to and work closely specialists, such as speech and language therapists, involved with children's progress.

Management are very clear about their safeguarding responsibilities and implement rigorous and effective procedures. Staff use risk assessments very effectively to help to ensure the premises are secure and well maintained. Staff and management keep their child protection and first aid training up to date so are well equipped to respond to any concerns or emergencies. Recruitment, induction and performance management systems are well established and effective in safeguarding children. For example, staff do not start work until they have been fully vetted and cleared by the Disclosure and Barring Service (DBS). New staff including head teachers are mentored and closely monitored during the probation period. All staff receive regular professional supervision and a yearly appraisal. All staff have clear professional development plans, regular mentoring and coaching and access to good quality training. There are effective procedures in place for managing any underperformance.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY366818
Local authority	Wandsworth
Inspection number	936052
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	29
Name of provider	The Kindergartens Ltd
Date of previous inspection	15/06/2009
Telephone number	01622 833 331

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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