

Somerford Kindergarten

Quinta School Grounds, Ullswater Road, Congleton, Cheshire, CW12 4LX



Inspection date

29 June 2015

Previous inspection date

7 December 2009

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff know the children well and plan an exciting range of activities. The warmth of the relationships between children and staff ensures that even reserved children are supported to have a go at learning opportunities.
- Staff actively use a range of good teaching methods to extend children's learning. They explain and demonstrate how to do things, help children recall past events, as well as, using effective questioning and setting challenges for children.
- The bright spacious building and outside area has been carefully designed and very well organised. This means children's learning is extended, both inside and outside. Staff ensure all areas are safe and secure to promote children's well-being.
- The children are confident and happy. They are well behaved and kind to their friends, following the courteous and welcoming example of the staff members. The atmosphere is calm, which supports learning. Staff skilfully deal with possible conflicts by redirecting children's attention and teaching them to negotiate with others.
- The staff and committee actively plan for improvements. Staff are supported to attend a range of courses as part of their professional development.
- Parents are very happy with the service the kindergarten provides. They feel their children are very well prepared for school, and the move on to the Reception class is very smooth.

It is not yet outstanding because:

- The staff do not always share the specific next steps in children's learning with all parents, or provide them with information about how they can support this learning at home.
- The manager does not always use a range of methods when assessing the impact of teaching skills to identify areas for improvement, and ensure practice is exemplary.

What the setting needs to do to improve further

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

- expand the amount of information exchanged between staff and parents to include the precise next steps in children's learning, as identified by staff, and suggestions for how learning can be promoted at home
- monitor the quality of teaching further, for example, by using regular observations of staff's teaching, and linking these to children's learning records to further identify the impact teaching is having on learning.

Inspection activities

- The inspector observed activities in the main playroom and outside play area.
- The inspector held meetings with the manager of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector reviewed evidence of the suitability checks and qualifications for staff working with the children.
- The inspector took account of the group's self-evaluation and improvement plan.
- The inspector took into account of the views of the parents spoken to on the day.

Inspector

Sarah Rhodes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff know children well, and use assessments of children's abilities to effectively plan for their learning. Staff understand what interests the children and provide activities based round these themes. This captures children's imagination and broadens their understanding of the world around them. Teaching is good, because the staff provide sufficient challenge for children to ensure they continue to make expected progress in all areas. They group children so activities can be tailored to children's abilities. For example, children who will start school soon have sessions together, where more targeted work, such as early reading skills and phonic sounds, can be explored in more depth. Staff are particularly skilled at ensuring children actively listen to what is being said at group times. They give clear explanations and use visual cues to aid children's understanding. Staff actively plan activities which reinforce children's understanding of number and colour. They use questioning to encourage children to problem solve and use a rich range of words during activities. For example, when playing with corn flour and water children work out how to manipulate it, and staff introduce words, such as trickle and ripple. Staff identify the next steps in their learning and skilfully weave these into activities. However, some progress checks for children contain broad statements about the next steps in children's learning. These are less useful for parents to understand how they can support children's learning at home.

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

Children's emotional well-being is well promoted by the staff. Parents praise the individualised care their children receive, and the warm relationships they have with all staff, including their key person. Children are very independent, they confidently manage their own toileting needs and hygiene at snack time. Children develop an understanding of a healthy diet through discussions with staff. Mealtimes are unhurried social occasions. Children have a good understanding of how to keep themselves safe and healthy. For example, they know exactly what to do should the fire alarm ring.

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

The manager ensures the kindergarten meets the requirements of the Early Years Foundation Stage. The improvements suggested at the last inspection have all been implemented, and any changes in the committee have been notified to Ofsted. Staff are encouraged to undertake training and qualifications, which support them in meeting the specific needs of the children they are caring for. This targeted training has a positive impact on children's learning. However, opportunities for the manager to observe and discuss staff's teaching with them are not fully exploited. Consequently, there is room to develop this further, so that the best practice is shared to enhance outcomes for children. All staff, have a good understanding of what would constitute a safeguarding concern. They know what they should do about any concerns they may have. This is because they have regular briefings and discussions about safeguarding.

Setting details

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| Unique reference number | 305306 |
| Local authority | Cheshire East |
| Inspection number | 864819 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 30 |
| Name of provider | Somerford Kindergarten |
| Date of previous inspection | 7 December 2009 |
| Telephone number | 01260 299 076 |

Somerford Kindergarten was registered in 1982. It operates from a purpose built classroom within the grounds of Quinta County Primary School, Congleton, Cheshire. The kindergarten employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications, eight at level 3 and one has Qualified Teacher Status. The kindergarten is open Monday to Friday, term time only from 9am to 11.30am and 12.30pm to 3pm. A lunch club operates from 11.30am to 12.30pm providing extended sessions or a full day session for those children who require it. The kindergarten provides funded early education for two-, three- and four-year-old children.

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