

# Kloisters Kindergarten

Arethusa Road, Rochester, Kent, ME1 2UR



## Inspection date

25 July 2017

Previous inspection date

11 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team sets high standards and provides good leadership as it works together with staff to help raise the quality of practice in the kindergarten.
- Partnerships with parents are effective and strong. For instance, parents feel that information is effectively shared to support their children's learning, care and welfare needs.
- Children form good emotional attachments with staff. They are keen to join in with activities and staff support children's speaking and listening skills well.
- Staff have strong working partnerships with early years specialists and other settings that children attend. For example, the support given to children who have special educational needs and/or disabilities is very effective and helps them continue in their learning and development progress.
- Managers evaluate practice at the kindergarten well. They gain parents' and children's views and devise clear action plans to guide improvements.

### It is not yet outstanding because:

- Planning does not consistently target children's identified next steps in learning and there are some missed opportunities to challenge children's learning even further.
- On occasions, the staff do not provide enough learning opportunities for those children who learn better outside.

## What the setting needs to do to improve further

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

- make even better use of assessments to ensure that identified next steps in children's learning are consistently clear and planned to challenge and help children make rapid progress
- review and improve opportunities to support those children who prefer to learn outside, to help them make the best possible progress in their learning.

### Inspection activities

- The inspector observed teaching and learning indoors and outdoors.
- The inspector spoke to several parents to gain their views and experiences of the kindergarten.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider and manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a sample of documentation, including children's learning records, staff observations, assessments, planning and a range of policies, such as safeguarding and complaints.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The managers and staff have a secure understanding of the possible signs and symptoms of abuse that may give them cause for concern about a child's welfare. They know the procedures to follow. Staff complete regular child protection training to help them stay up to date. Effective risk assessments are in place and help staff identify and minimise any risk in the environment. The manager is fully supportive of staff's professional development and encourages them to attend further training to develop their knowledge. They meet regularly for individual support sessions to help extend their skills and improve outcomes for children. The manager routinely monitors the progress that children make to help identify any learning gaps for staff to support. Additional funding is used very well to support children who need extra help.

### Quality of teaching, learning and assessment is good

Staff gather information effectively from parents about what their children know and can do when they start. They make regular observations and assessments of children's learning and, in the main, use this well to identify next steps in their learning. Staff provide good-quality equipment and resources to help build on children's emerging interests. For example, real money is used in the shop role-play activity for three- and four-year-old children. Babies are engaged and curious as they attempt to blow bubbles and watch them as they float away. Children enjoy being outside and act out their favourite story. This activity is also used to gather leaves and sticks for arts and crafts activities. Children have great fun as they paint around and on the leaves to make prints and patterns.

### Personal development, behaviour and welfare are good

Children settle in quickly at the kindergarten. Children's behaviour is very good and staff manage their minor disagreements well. Children happily participate in some outdoor activities and experiences that help to support a healthy lifestyle. Older children learn how to handle knives, forks and spoons and they serve themselves at mealtimes. This helps develop their independence. Children are encouraged to eat healthily and to try different foods. They take part in regular group activities which help to develop their social and communication skills.

### Outcomes for children are good

All children make good progress in relation to their starting points. Those learning English as an additional language and children who special educational needs and/or disabilities receive a good range of support to help them quickly catch up. Children enjoy opportunities to practise their early writing skills and learn to recognise letters and numbers. They learn a good range of skills to help them prepare for the next stage in their learning or for the move on to school.

## Setting details

<b>Unique reference number</b>	156066
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1082282
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	87
<b>Number of children on roll</b>	182
<b>Name of registered person</b>	Carolyn Frances Dennis
<b>Registered person unique reference number</b>	RP512021
<b>Date of previous inspection</b>	11 March 2014
<b>Telephone number</b>	01634 880298

Kloisters Kindergarten registered in 1994. It is a privately owned and located in Rochester, Kent. The kindergarten is open each weekday from 8am to 5.30pm, for 46 weeks of the year. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 27 members of staff and, of these, 22 hold relevant early years qualifications. This includes 21 staff who hold a level 2 or level 3 qualification and one staff member who has an early years degree.

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