

Windsor Kindergarten at St Margarets

Inspection report for early years provision

Unique reference number EY395349
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Inspector Carol Patricia Willett

Setting address 13 Rosslyn Road, Twickenham, Middlesex, TW1 2AR

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Windsor Kindergarten at St Margaret's was registered in 2009. The owner also has another setting in Twickenham. The setting is located within a community centre in Rosslyn Road, Twickenham. The group has use of a large hall and two smaller rooms and an office. There is an area available for outdoor play.

The kindergarten is open Monday to Friday from 09:15 till 12:15 during term times. It is registered to care for 40 children aged from two to five years on the Early Years Register. There are currently 50 children on roll who attend for a minimum of two sessions per week.

There are seven members of staff who work with the children and most of staff have recognised Early Years qualifications. The proprietor, manager and another member of staff are qualified teachers. One member of staff has obtained an Early Years foundation degree and is working towards the early years professional status. The setting receives support from the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in an inclusive, stimulating environment, where staff know them well and plan effectively for their individual needs. Staff provide a wide range of interesting activities, which offer children sufficient challenge and enable them to become independent learners and supports their progress toward the early learning goals. Staff in this newly registered provision are continually reflecting on their practices and they have a good capacity to further develop the quality of the provision offered to the children. They have a clear understanding of the areas for improvement using a realistic time frame to develop all areas of the kindergarten so they continually enhance children's care and learning.

What steps need to be taken to improve provision further?

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

- ensure all staff, including supply staff, are aware of policies; include a statement about procedures to be followed should there be allegations about staff in the safeguarding policy
- develop effective links with other settings children are attending in order to compliment learning and maximise development potential
- further develop children's awareness and respect of others through the use of labelling in the environment of the different languages of children attending the setting.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, welcoming environment where there are good systems in place to safeguard them. Staff have a clear understanding of their role in safeguarding children and most are aware of the safeguarding policy. The manager has a clear understanding of the procedures to follow should there be an allegation about a member of staff though this information is not included in the written policy. Risk assessment procedures are mostly effective and daily checks ensure the premises and resources are safe and in suitable condition. The proprietor and manager are well qualified and experienced. They have a mutual regard and share a common vision for the development of the kindergarten as they reflect on this newly opened provision. They are committed to providing good quality care and seek and obtain grant funding to develop areas in need of further improvement, such as renewing the fencing and resources in the outdoor play area. All staff are committed to improving their knowledge and skills through additional training and attending weekly staff meetings. They attend cluster meetings within the local community and receive advice and support from the local early year's team. Children's welfare is promoted by the efficient maintenance of all the required documentation and records; a comprehensive range of policies and procedures are in place covering all areas of the provision.

Children benefit from having well-qualified staff who work well together as a team and share a commitment to continual improvement. Staff ensure all children are included and provide good opportunities for them to learn and develop as they use their knowledge and written observation to inform planning for individual children's development. Staff are well organised and make good use of resources both indoors and in the outdoor play areas. This ensures that children can take part in a varied range of interesting activities both inside and outside with a balance of child-initiated, adult-led and group activities. All children are included and supported appropriately and the setting promotes equality and diversity. Children who speak English as an additional language and those who have special educational needs and/or disabilities are catered for sufficiently well. There is a range of resources to develop children's awareness and respect of differences though labelling in the playrooms does not reflect the languages of children currently attending.

Staff develop positive relationships with parents, which ensure that key information is shared between them in order to meet children's needs. Parents receive an information pack and a summary of all policies and procedures and they are kept up to date through newsletters, home contact books and daily discussions with staff. They are also invited to attend regular parents' evenings, where they have opportunities to discuss their child's progress. Parents' views about the setting are sought via parent representatives and a comments book. The kindergarten have not yet established effective links with other settings children attend in order to maximise children's learning potential and compliment learning.

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

Children are all happy and busily occupied throughout morning. They have settled well in this newly established group as staff are kind and caring and have good interactive skills and they develop good relationships with the children and their parents. There are lots of pictures, posters and displays which make the room child-friendly and welcoming and develop children's sense of belonging with names and photos on their coat pegs. Staff work hard putting out a wide range of good quality resources and activities daily. This ensures continuous provision across all areas of learning which stimulates the children's imagination and provides challenge in order for them to make progress at their own pace.

The staff undertake regular written observational assessments, which they use to evaluate children's progress along the early learning goals and to plan activities to support their development. Next steps in learning are formally identified by the child's key person and the manager incorporates this into the next weeks planning for each child, to ensure that planned activities help them make as much progress as possible. For example, from observations of children's interests a pattern theme emerges so staff use opportunities to develop all round skills, such as pegging matching pairs of socks on a washing line and using textured wall paper for rubbing and developing fine motor skills and control of tools as children use scissors. Kaleidoscopes and coloured plastic shapes enable children to explore light and patterns.

Children develop skills which will help them in the future as they learn to recognise numbers, labels and other print and use IT equipment including digital cameras and a laptop. Staff are well informed about children's backgrounds and celebrate and support their differences. They develop children's awareness through looking at festivals and celebrations from other cultures, such as Divali. As a result, children gain a positive view of diversity. Parents are invited into share the roles within the community such as a doctor where the role play room develops into a doctors surgery where children use their knowledge and imaginations as they take it in turns to be the doctor.

Children demonstrate how safe they feel as they move around the setting confidently and decide when to go and have a snack or if they want to play outside. The premises, though old, provide a generally safe and secure environment for the children to play freely. Children are learning about good nutrition through healthy options, such as fresh fruit at snack time. Allergies and dietary needs are fully discussed with parents and recorded in order to promote children's good health. Staff ensure children learn the importance of hand washing in order to prevent the spread of germs and they are encouraged to develop their self-care skills, for example as they put on their coats to play outside.

Children's behaviour is good, they are kind to each other and are learning to share and take turns and they play well together forming friendship groups. Staff are good role models talking to the children with kindness and respect. They use daily experiences to develop children's knowledge of right and wrong as they gently

take children to one side, using clear explanations of why their behaviour is not acceptable when they throw toys on the floor, for example. They redirect their attention and children become aware of what is expected of them. Children are mostly confident and self-assured. They have good communication skills and chat happily both to one another and to adults. Staff support children well by offering praise and encouragement as they make their own choices and decisions.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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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