

Fieldhouse Kindergarten

Inspection report for early years provision

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Inspector Rachel Wyatt

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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*.

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

Field House Kindergarten originally opened in 1991 and reregistered under its current ownership in 2011. The kindergarten operates from two rooms in an old school house in Credenhill, Herefordshire. Children have access to enclosed outdoor play areas. The kindergarten opens each weekday from 8.00am until 6.00pm all year round, closing for a week at Christmas and New year and for bank holidays. Children are able to attend for a variety of sessions.

The kindergarten is registered by Ofsted on the Early Years Register. A maximum of 32 children may attend at any one time. There are currently 32 children aged from birth to under five years on roll, some in part-time places. Children aged over five to under eight may also attend. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The kindergarten supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The kindergarten employs seven members of staff, including the owner. Of these, five staff hold relevant early years qualifications, including the manager who is a qualified early years teacher, one member of staff who has a Foundation degree in early years and the other staff who have level 3 or 2 qualifications. Two members of staff are working towards a relevant level 3 and level 2 qualification. The kindergarten provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Babies and children thrive at the kindergarten and make good progress. The owner and her dedicated staff work together to create an inviting, well-resourced environment, where children are well-cared for, kept safe and are fully safeguarded. Children benefit from the increasingly strong relationships established with parents, carers and other agencies or providers. The outcomes for children are also improved as the owner is highly motivated to ensure the provision is of high quality and meets the needs of children and families who attend. She and her colleagues ensure they have the knowledge and skills to drive and sustain improvement and consistently and accurately monitor the effectiveness of the provision. Targets for improvement are accurate, timely and followed through, such as the ongoing development of the outdoor provision and providing further opportunities for parents to contribute to the life of the kindergarten.

What steps need to be taken to improve provision further?

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

- improve parents' access to information about the setting's policies and procedures

- improve the exchange of information with parents to involve them more in initial assessments of their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The owner, in particular, has expertise and experience of child protection and working with vulnerable children and families. She has devised clear safeguarding policies and ensures staff are familiar with these and local guidance so everyone knows how to take prompt, appropriate action if they have any concerns about a child's welfare or if an allegation of abuse is made against anyone working at the kindergarten. Children's welfare is further supported by robust recruitment, induction and staff development procedures so that all adults are vetted and have the required knowledge and skills to work with young children. In addition, the owner and her colleagues ensure all required agreements and information are obtained about each child and his/her family before a child starts.

The leadership and management of the kindergarten are effective. The owner is enthusiastic and focussed. She has a clear vision for the ongoing development of the kindergarten. She accurately evaluates how well Early Years Foundation Stage requirements are met and identifies areas for further improvement, taking account of staff's, parents' and children's views. Since registration the owner has built up an effective, motivated team of staff and together they have reviewed all aspects of the provision. The premises and resources have been refurbished and reorganised to create a welcoming and stimulating environment for babies, children and their families. Regular supervision and whole group meetings have given staff worthwhile opportunities for exchanging views and sharing good practice. They ably carry out their duties, ensuring children are well looked after, their routines are well-managed, and sessions are fun, rewarding and run smoothly. Effective staff development and training, including following up other professionals' advice, have contributed to the team's success in providing for children's varying abilities, in developing sound assessment and planning systems, and in forging positive partnerships with other agencies and providers. As a result, the kindergarten's ethos of promoting inclusion is effective; children feel a positive sense of belonging and are helped to progress well in relation to their starting points. The owner and staff have also established positive relationships with parents. Good settling in arrangements especially help children and their families to get to know the staff, how the kindergarten operates, and how sessions are organised. Parents are encouraged to read the setting's policies but the folder is not particularly accessible. All relevant information and agreements are obtained from parents when their child starts, including other helpful details about their child's family, backgrounds, and interests. However, opportunities are missed at that stage to seek parents' views about their child's learning and development, although thereafter key persons and parents regularly discuss and review children's progress. The owner is currently also exploring ways to enable parents to be more involved in the kindergarten such contributing to an advisory-type board or joining their children in specific activities or stay and play sessions.

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

Babies and children are happy and settled. They really enjoy learning in inviting and stimulating surroundings, responding positively to the owner's and staff's encouragement and support. Adults are good role models, actively joining in with children's play and learning, but also knowing when to step back so babies and children become independent and resourceful learners. For example, during a rewarding session led by a music specialist each child confidently responds to the opportunity to play an instrument in front of their peers. The staff's effective assessment and planning ensure that children are offered a rewarding and appropriately challenging curriculum. Topics such as the current focus on holidays, and activities are varied, rewarding, cover all areas of learning and are well-organised. Babies and children are offered a good balance of child-led and adult-directed activities. Staff are becoming increasingly confident in assessing each child's progress. They consistently identify children's individual learning priorities and interests and successfully incorporate these into the planning and organisation of activities and resources. Provision and support for children with special educational needs and/or disabilities and for those who speak English as an additional language team is effective. Staff adapt plans, their support and the presentation of resources and activity areas to cater for children's additional needs. Successful strategies such as one-to-one support and the use of visual aids, prompts and key words in a child's home language have contributed to improving children's communication, understanding and behaviour.

Children develop good skills for the future. They are eager to take part in activities such as free play in the baby room, outdoor activities including games and races on the school field, and rewarding music, songs and craft sessions. Children confidently make choices about what they are going to play with, eagerly helping themselves to inviting resources kept in low-level storage. They become increasingly independent in seeing to their personal care and managing hygiene routines. They like to help with tasks such as putting toys away. Children behave well. They respond readily to staff's requests, and are evidently keen to stay in the green, positive zone on the kindergarten's behaviour reward board. Children get on well with their peers and in mixed age groups, as the staff ensure babies and older children have opportunities to play and socialise together. For example, they often eat and play outside together, and babies relish being part of a fun music session. Their key person follows this activity by providing them with other musical instruments to try when they return to their base room. Babies and children learn about the wider world, for instance enjoying music, songs and food from different countries as part of the 'holidays' topic. The kindergarten's families' board is a popular addition to the displays, featuring photographs of children, their relatives, pets and important events. Children also take part in the local community events such as visits and shared activities with the adjacent school. Children are sociable and increasingly articulate speakers. Staff interact well with them, encouraging their responses and developing their speech, language, vocabulary, and attentive listening. Children enjoy books and stories and enthusiastically join in songs and rhymes. They make marks in realistic contexts such 'writing' postcards and some children recognise and write individual letters or their names. Children think

critically. For example, older children relish practical problem solving as they complete puzzles or take part in matching games, accurately comparing items or pictures according to number, colour, shape or type. Children competently count and recognise numbers as the staff encourage this during songs, activities and routines. Babies and children love sensory and exploratory play. Babies discover different textures, shapes and colours and enjoy finding out how interactive and construction toys work and fit together. Older children make structures from found materials such as crates and planks. They all enjoy being outside and have started growing vegetables such as courgettes and tomatoes. Children are interested in and confidently use information technology to support their learning, for example, using the wide screen touch facility to select music and songs. Children are creative and imaginative. They engage in sustained role play in the 'travel agents', and act out journeys and serve ice cream in the 'train' in the outside play area. They express their ideas through their colourful art and craft work. For instance, a group of children and staff have a wonderful time cutting out and decorating octopus shapes.

Children's welfare is promoted well. Their care, health, dietary and cultural needs are clearly understood and effectively met by the staff. Most of the adults have a current first aid qualification. They ensure children have prompt appropriate treatment if they have an accident, become unwell or need medication. Parents are kept fully informed of matters relating to their children's well-being and staff keep appropriate records of accidents, medication and incidents which parents see and sign. Children have a good understanding of how to lead a healthy lifestyle. They wash their hands properly, knowing why and when this is important. Babies' feeds and weaning are well-managed and all children make healthy choices during nourishing snacks and meals. Children enjoy cooking, for instance making and then eating a quiche which includes courgettes from the garden. Babies and children relish regular outdoor play and being physically active. They competently balance, climb and move in different ways. For example, a young toddler, helped by an adult, and an older child take turns in walking along a wobbly balance beam. Children are kept safe as the premises are secure and free from hazards. They are effectively supervised and the staff use robust risk assessments and checks to thoroughly monitor the safety and security of the premises, equipment and outings. Children behave in ways that are safe for themselves and others, for example, during walks to the school field or when using scissors or apparatus. Through discussions and practises they learn about road safety and what to do in an emergency. It is also clear that babies and children feel emotionally secure at kindergarten. They settle quickly and have positive and affectionate relationships with the owner and staff.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met