

Thomas's Kindergarten

Inspection report for early years provision

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Inspector Janet Sharon Williams

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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

Thomas's Kindergarten was registered in 1992. It is a privately owned pre-school which operates from a ground floor hall and lower ground floor room of a church owned building in Westminster in the London borough of Westminster. The kindergarten have use of the hall and a large room, toilets, an office and a kitchen. There is access to a small outdoor patio area, however, the large hall on the ground floor is used two afternoons per week for larger physical play.

The kindergarten is open Monday to Friday, from 9 am to 12 noon, with an afternoon session available to the older children on Monday to Thursday, from 12 noon to 3pm. The kindergarten is registered to care for the maximum of 54 children at any one time. There are currently 41 children on roll. There are eight staff members employed to work with the children and most have a recognised childcare qualification.

The kindergarten is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are given the motivation to develop and learn through a purposeful and stimulating learning environment. Positive inclusive practice is continuous through the successful parent committee group and ensuring that children who speak English as an additional language are fully supported.

The kindergarten thrives on making improvements through identifying and addressing their areas of strength and weakness in their self-evaluation to extend the quality of welfare and learning and development provided.

What steps need to be taken to improve provision further?

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

- ensure a record is maintained of children's arrival and departure times
- ensure children wash their hands before snack time
- further engage promoting partnership with others

The effectiveness of leadership and management of the early years provision

Children learn and develop through the dedication and motivation of staff. All are clear of their role and responsibility. Good opportunities are available for staff to attend various training. Most staff have completed a safeguarding and protecting children training course and are aware of what they should do if they have

concerns about a child. Comprehensive policies and procedures in place identify the quality of the provision, covering all the mandatory regulations. Daily routines in place ensure that children are safeguarded and protected and ensure children know that they are safe. For example, risk assessments are carried out for both indoors and out. Staff frequently take time to explain to children about keeping themselves safe when going on outings. Accurate systems are in place to keep a record of accidents, incidents and medication administered. All visitors entering the premises are asked to sign in and no person can enter the premises without ringing the door bell. Although parents/carers are responsible for signing their children in and out and an attendance register is completed, there are no records in place to indicate children's arrival and departure times.

Staff work exceptionally well as a team to provide a resourceful and successful environment. Their enthusiasm demonstrates positive scope for improvement ensuring that all children attending thrive and achieve the early learning goals. Staff have a sound knowledge of the Early Years Foundation Stage, effectively incorporating the Kindergarten Montessori method of teaching. Regular up to date progress reports are maintained, which also include comprehensive assessments and observations. These are used for planning children's stages of development and clearly demonstrate staff's knowledge of what level children are at. Activity plans in place allow for forward thinking and put into place a long and short term operational plan, which also includes theme related topics and involving the children's parents. All in which contributes to extend children's learning and development.

The excellent partnership with parents allows for them to be fully engaged. For example, a list is regularly collated, and kept up to date for parents/carers, who come into the kindergarten and participate through reading stories to the children. Parents and carers of different cultures and religions share with children about their race. They continuously contribute to children's learning and photographic evidence provided demonstrates how they share with the kindergarten about their family life and home. There is clear evidence that learning is continued through to children's home life. Every child has a contact book, which allows written communication between parents and the kindergarten. Although the partnership with the community and other children's services is limited, the kindergarten has regular contact with and receives good support from the local authority early years department. Staff also establish a relationship with schools where children will be attending, such as visiting prior to the children starting school and providing a report to enable teachers to know what level they are at when they start. The diverse group of staff allow for them to actively and continuously support children who speak English as an additional language. Staff learn singular words to enable them to communicate with the children. Those who speak the children's first languages also translate when they are not sure that the child understands when spoken to in English. Children with special educational needs and/or disabilities are fully included within the setting. Staff work closely with a speech therapist, and the designated Special Educational Needs Coordinator works in partnership with other agencies to ensure that parents and carers have good support and receive advice. This ensures that their well-being and education is effectively met.

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

Children are happy and content at the setting. The organisation of the setting allows for children to benefit from an extensive range of play and learning opportunities both indoors and out. Resources and play materials are made readily available to allow for children to be creative, use their imagination, be self-motivated and develop their independence and social skills. Circle time is used for children to talk about what day it is, the weather and significant personal events with their families and friends. Younger and older children speak clearly and audibly with confidence and control, and show awareness of the listener. Children are able to enjoy stories in small groups or as individuals. Staff create opportunities through consistently asking children open ended questions to make them think. Children know about numbers, are able to select them at random and know the number that comes after it. Children each week are inspired through singing songs and rhymes that are familiar to them, accompanied by an outside music teacher. Children are currently practising the Christmas nativity play which will be performed in a local church. They are competent, know their words very well, wait until it is their time to speak and show control of a range of appropriate vocabulary. Children have many opportunities to learn about what is going on around them, other festivities and celebrations from around the world. For example, they recently celebrated Diwali, pictures, photographs of children and staff in national costumes, singular words in other languages and art work displayed around the kindergarten demonstrate how they are continuously developing knowledge and understanding of the world. Resources and play materials readily available reflect diversity and raise children's awareness about disability. Staff talk to children about people who are different or with disabilities.

The kindergarten has limited outdoor play space, however, this is well resourced and provides children with a natural environment where they are able to have water and sand play. Children also learn about how things grow and how vegetables change colour during their lifecycle. Children continue to learn about what is going on around them, each day a small group of children are taken out to the local shops, the library or a place of interest. Larger outings are also organised where children are able to benefit from the freedom and the pleasure of a large open space, such as outings to a park. Staff talk to the children about a healthy lifestyle, such as, reminding them to wash their hands after using the toilet. However, children's hands are not washed prior to snack. Children are provided with healthy snacks, such as, fresh fruit each day. Although the kindergarten does not provide lunch, staff talk to parents about the importance of providing their children with healthy options. All information about children's diets are gathered prior to admission. Fresh drinking water is readily available and children can help themselves at any time.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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