

George Eliot Kindergarten

7 George Elliot Road, COVENTRY, West Midlands, CV1 4HT

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| Inspection date | 26/04/2013 |
| Previous inspection date | 15/02/2010 |

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

The quality and standards of the early years provision

This provision is good

- Babies form very strong loving trusting relationships with their key person. All staff are warm and sensitive towards the children they care for, which helps them to separate from their parents and settle well on arrival.
- Older children are articulate and many confidently relate to visitors to the kindergarten. They demonstrate high levels of self-esteem and clearly enjoy their time spent in this environment.
- There is strong capacity for continuous improvement. The senior team regularly spend time observing the staff who work directly with the children. They effectively monitor the quality of the care and education provided. This ensures positive outcomes for the children.
- All staff hold a childcare qualification. They have good knowledge and understanding of child development. They plan appropriately for children's learning ensuring they make good progress.

It is not yet outstanding because

- There is insufficient time given for children to think about their own decisions, in order to become fully independent in making choices for themselves.
- There is scope to improve partnerships with other providers where children attend more than one setting, in order to fully support children's learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in four playrooms and the outdoor area.
- The inspector spoke with the provider, the manager and staff at appropriate times throughout the day.
- The inspector conducted joint observations with the manager.
- The inspector looked at the settings self-evaluation document, a selection of policies, procedures and children's records.
- The inspector spoke with children's parents throughout the inspection.

Inspector

Hayley Lapworth

Full Report

Information about the setting

George Eliot Kindergarten opened in 1987. It operates from converted domestic premises in Coventry. The kindergarten serves families from Coventry and other towns nearby. The group opens five days a week all year round except for bank holidays. Sessions are from 7am to 6pm. Children are cared for on two floors and all children have access to a fully enclosed outdoor play area. Children are able to attend for a variety of sessions.

The kindergarten is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. In total, there are currently 110 children on roll, 109 of whom are in the early years age group. Two children presently attend the before and after school club. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are twelve staff employed to work with the children. All of the staff have an early years qualifications ranging from level 2 to 6. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- improve the sharing of information about children's learning and development with settings where children spend more time, in order to better support continuity of learning

- extend opportunities for children to make decisions for themselves by letting them have more 'thinking time', for example, when they are choosing a partner to dance with.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children are making good progress across all areas of their development. Staff are secure in their understanding of the Statutory Framework for the Early Years Foundation Stage. All children have regular opportunities to participate in stimulating, meaningful activities as their key persons know them very well indeed. Therefore, they plan learning experiences for the children that effectively consider their preferred learning environments and individual interests. Children's learning is effectively monitored by their key person who undertakes regular observations. They accurately assess their current stage of development and identify their next steps in their learning journey. Children's identified next steps are then effectively used to inform future planning.

Babies through to pre-school children, make many decisions for themselves. For example, they choose between playing with musical instruments and pretending to feed soft toy rabbits. During group singing and dancing activities, children are also encouraged to choose who they would like to dance with. However, making decisions for themselves are not always fully maximised as staff do not give children sufficient time to make choices. Children play outdoors learning about the world around them. Resources are plentiful and staff encourage children to explore a variety of natural materials. For example, children water the soil and dig with small forks. They work together to dig a row of small holes and then they use magnifying glasses to see what they can find. When asked what they are looking for they confidently share they are 'just looking for dinosaurs'. Children are effectively encouraged by staff to become independent. For example, at teatime, pre-school children select what they would like in their sandwiches and make them for themselves. In addition, toddlers who are learning to feed themselves take bread from a plate offered to them by staff. Consequently, their skills in becoming independent are fully maximised and they gain skills that help to prepare them in readiness for school.

Children with special education needs and/or disabilities are cared for well. Children attending who have English as an additional language are extremely well-supported. They have lots of opportunities to use their home language during the daily routine, play and learning. They are also encouraged to share their home language with their peers. This area is promoted particularly well as many staff are bilingual. Excellent arrangements are in place to encourage parents to share all they know about their children when they first attend. Also, on an ongoing basis, through a variety of methods, parents are effectively encouraged to share their observations of their children's learning at home. They are also provided with home learning bags in order for them to engage in their children's learning. Bags contain items, such as, glue, scissors and glitter and suggestions of activities are included. Staff take time each day to provide parents with information about their children's current stage of development. They also invite parents to attend 'parents evening' to look at their children's learning records with their key person. Consequently, parents are kept fully informed.

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

The kindergarten is clean and well-maintained. All parents, visitors and children are very warmly welcomed by staff on arrival. They take time to speak with parents showing a genuine interest in what they have to say. Staff engage in conversations about the children's general well-being and recent events in their lives, which promotes consistency in their care. Children who attend the kindergarten behave well. This is achieved in part, because staff regularly remind them about how to behave and the consequences of their actions. For example, they explain to older children not to lick the butter and jam off their knives as they might cut their tongues. Therefore, children are learning the difference between right and wrong and how to keep themselves safe.

During the settling-in procedures, staff ensure they spend time with parents getting to know the children and their families. They obtain relevant information about parents' wishes, children's preferences and their routines, during short visits. This information is

then reviewed on a regular basis to ensure all details are up to date. Consequently, the children's needs and parents' wishes are able to be continually met. Babies are exceptionally well-supported by their key person who stays in close proximity, supporting them as they learn to crawl and walk and explore their immediate environment. Therefore, their safety is enhanced. Staff use facial expressions and gestures well, helping babies and very young children feel secure. Effective transition arrangements fully support the children as they move through the nursery and onto school. For example, in preparation for moving rooms, children visit their new room with familiar staff a number of times. Only when staff feel they are fully ready for this transition are they left in the care of their new key person. Therefore, children are at ease in building new relationships that support them through to the next stage in their lives.

Supervision of children is fully effective and accidents involving children are infrequent. Children learn good personal hygiene through consistent routines and activities about healthy eating help them understand how to look after their bodies. Exercise for children is highly featured in the planning of activities. All children go outdoors twice per day and participate in physical activities, such as running, jumping and balancing. They are provided with an extensive variety of foods from around the world. All food is cooked on site using a high proportion of fresh produce, such as, butternut squash, sweet potato and pumpkin. Meals are thoroughly enjoyed by the children. For example, they readily tuck into fresh creamy vegetable soup with bread and butter, many of them enjoying a second helping. Consequently, children are learning how to lead a healthy lifestyle.

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

Outstanding partnerships with parents have been developed. They are very involved in their children's learning as staff keep them fully informed about how their children are progressing. They are given many opportunities to share what they know and their observations of their children's learning at home are hugely welcomed. The visual environment in the kindergarten provides parents with a wealth of attractively displayed useful information. This ranges from information on two-year-old funding, how to be involved and support their children's learning at home and how to keep their children safe. It is also provided in other languages; therefore all parents can be fully included in the life of the kindergarten. Many parents were keen to share their views about the kindergarten with the inspector. They enthusiastically share that they think 'this nursery is fantastic'; they express 'huge praise and appreciation to the nursery managers and staff'. They especially appreciate that their 'children love to come to nursery' and their children 'make great progress in speaking English'.

There is strong capacity for improvement as the management team are committed to ensuring the nursery provides high quality childcare. The team work exceptionally well together and monitor all aspects of the kindergarten. Through a variety of methods, they accurately identify the strengths within their practice and areas for improvement. For example, they identify children and their parents would benefit from more literature and words displayed in their home language. The secure monitoring of the educational programmes ensures the staff team are confident in delivering a broad range of

experiences that help children make good progress. The self-evaluation process also effectively considers the views of older children, staff and parents. This positively impacts on the quality of the service. Recruitment and selection procedures fully support children's safety. A record of all staff's individual Disclosure and Barring Service Check is maintained. All adults working directly with the children complete appropriate checks, they are never left alone with children if checks are incomplete. Staff understand the need for confidentiality and are discouraged from discussing any nursery business on social networking sites. They fully understand their responsibilities in meeting safeguarding requirements and attend training to keep their knowledge up-to-date. Recently, they completed learning packages on the internet that support their understanding about what to do if they think a child is being abused. Information on the Local Safeguarding Children Board procedures is easily accessible and the written safeguarding policy contains all of the required information. Procedures are effectively followed in the event of a concern. Designated staff have responsibility for checking the environment on a daily basis. Prior to children going out to play, staff make additional checks. In addition, children's safety is assured throughout the day as staff follow the nursery's procedures. For example, they make sure all visitors are met at the door and recorded in the visitor's log. Records of children's attendance are effectively maintained clearly showing all children present at any one time. Therefore, children are fully safeguarded.

Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals involved in the care of the children. Staff are developing their relationships with other providers where children receive the majority of their care and education in another setting. However, this is not fully effective to ensure continuity in children's learning is maximised.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | 511624 |
| Local authority | Coventry |
| Inspection number | 909508 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 50 |
| Number of children on roll | 110 |
| Name of provider | MSM Enterprise Ltd |
| Date of previous inspection | 15/02/2010 |
| Telephone number | 02476 227937 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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