

The Kindergarten

Wortley Road, Wotton-under-Edge, Gloucestershire GL12 7JU



Inspection date	12 February 2019
Previous inspection date	8 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Staff and children share warm, close relationships. This helps build children's confidence and self-esteem. Children greet the staff team with smiles and cuddles, and settle very quickly.
- Staff create welcoming and interesting play spaces for children to explore. Children make their own choices of what activities to play with throughout the session. They confidently move the resources around to suit their play. For example, children turned a ramp upside down to carry a big bowl of water to a playhouse to make some bread.
- The manager and staff monitor data of children's achievements consistently. They make good use of information about children's progress to make changes to the curriculum where they identify weaker areas in learning. For instance, staff improved their knowledge of how to encourage boys to engage and focus for longer periods to help extend their learning.
- Staff help to ensure the transition to school is as seamless as possible. Children use the facilities and playgrounds of the host school and regularly share in activities and celebrations.
- Staff support children with special educational needs and/or disabilities very well. They work closely with other professionals, including the school special educational needs coordinator and family support adviser, to meet children's individual needs.
- The leadership team has made good improvements since the last inspection to help improve outcomes for children. For instance, staff now offer a wider range of resources and activities that reflect the diversity of people and their lives. This helps children learn to respect different views, celebrate each other's cultures and understand how people and families differ.
- Staff sometimes miss opportunities for children to learn to do things by themselves so that they become even more independent.
- At times, staff do not consistently use opportunities during children's self-chosen play to challenge and extend their learning further, to persevere, test out their ideas and solve problems.

What the setting needs to do to improve further

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

- encourage children to do more things for themselves during their activities and everyday routines, to fully support their independence
- continue to improve staff's skills to increase opportunities for children to persevere, think and solve problems as they engage in different experiences and activities to help extend their learning even further.

Inspection activities

- The inspector observed activities and staff's interactions with children playing and learning indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff's suitability.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with members of the kindergarten management team, the manager and the Reception teacher who works in the setting, about future development plans, safeguarding and risk assessment.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The committee, manager and staff demonstrate a good understanding regarding their responsibilities. They are clear about what to do if they have any concerns about children in their care. Staff carry out detailed risk assessments regularly to ensure the environment is safe for children. For example, a low fence in the garden was a possible risk to children who were fascinated with building work going on at the school. Staff replaced this with a higher one children could still see through but kept them safe. Good procedures for the recruitment, induction and supervision of staff ensure they work closely as a team. All contribute to the reflection of practice to make improvements. For example, they have an accurate view of what high-quality practice looks like. The Reception teacher now works with the manager and staff to help improve teaching skills. All children make good progress.

Quality of teaching, learning and assessment is good

Children explore, investigate and create with enthusiasm. For example, they use a wide range of different resources, materials and objects, such as metal, wood, pasta and shells. They enjoy good opportunities to develop their creative skills. For example, they excitedly pretend to be builders and use toy tools to mend an imaginary fence. Staff place a keen focus on developing children's communication and language skills in every activity, such as singing songs together to tidy up, wash their hands and line up to go outside. Staff provide children with good opportunities to develop their mathematical skills. For example, staff encouraged children to build a tower, 'so it's taller than me'.

Personal development, behaviour and welfare are good

The environment is stimulating with a wide range of activities and experiences available, including regular woodland experiences. Staff are very effective in role modelling respectful relationships and valuing children's opinions. Children's behaviour is good. Staff encourage them to listen and respond to each other. Children show a good understanding of how to manage risks. For example, they know how to handle scissors safely and sit down to use them without prompt. Children challenge their large physical skills. For instance, they develop excellent balance and coordination on climbing equipment. Staff encourage parents to be involved in their children's learning at home. The kindergarten uses written and online systems to help make sure parents are fully informed about their children's progress and planned next steps in learning.

Outcomes for children are good

Overall, children are successfully developing the skills they need for the next stage of their education, including their eventual move to school. Children learn to concentrate and listen attentively to staff during adult-led activities. Children are confident communicators. For example, they discuss that they practise putting on their own clothes to help them when they go to physical education lessons in the school hall. Children learn to recognise their names on cards at snack times, and shout out the correct number as they find gel numerals hidden in a sand tray.

Setting details

Unique reference number	101629
Local authority	Gloucestershire
Inspection number	10063080
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	The Kindergarten Committee
Registered person unique reference number	RP904819
Date of previous inspection	8 June 2016
Telephone number	01453 843371

The Kindergarten registered in 1993. It operates in Wotton-under-Edge, Gloucestershire. It opens during term times on Monday from 9am to midday and on Tuesday, Wednesday, Thursday and Friday from 9am to 3pm. There are six members of staff employed by the committee, five of whom hold relevant early years qualifications at level 3, including the manager. The Reception teacher at the host school works in the kindergarten for one session a week. The setting is in receipt of funding to provide free early education for children aged two, three and four years.

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