

Howley Grange Kindergarten

Inspection report for early years provision

Unique reference number 253803
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Inspector Fiona Robinson

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Howley Grange Kindergarten opened in 1992. It operates from a purpose-built unit within the grounds of Howley Grange School in Halesowen, West Midlands, with whom it has forged links. The nursery offers full day care and operates from Monday to Friday, throughout the year. Sessions are from 7:30 until 18:00. There are four main play rooms and the nursery operates a 'free-flow' system using all areas within the nursery. There is a new sensory area for all the children to use.

There are currently 74 children from six weeks to eight years on roll. This includes 40 funded three- and four-year-olds. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There is wheelchair access for the disabled.

There are fourteen practitioners employed to work with the children, all hold relevant qualifications in early years care and education. The setting receives support from the early years team of the local authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Parents say, 'My child likes coming to this nursery.' Children enjoy their time at this setting and make good progress because there is a good range of well-planned activities and all children are included equally. They encourage positive attitudes towards learning and help to develop the children's self esteem and independence from an early age. The manager and staff have a secure and sound knowledge of the setting's strengths and areas for improvement, and have good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to write for different purposes
- ensure assessments are consistently completed so as to accurately reflect children's progress and assist in planning for children's future learning needs
- strengthen the process of self evaluation by making more precise reference to how planned developments are extending the children's skills and understanding.

The leadership and management of the early years provision

The manager provides a good, enthusiastic lead in promoting effective staff teamwork. The children are quick to respond to the good day-to-day care and

support they are given by all staff. There is a good awareness of health and safety issues and staff ensure that children are kept safe through rigorous safeguarding policies and procedures. A good sense of belonging is fostered because of the familiar daily routine. As a result, children make good progress in learning and playing with others. They are also keen to choose and undertake activities for themselves. Staff develop good links with parents and the host primary school which ensures children's smooth transition into full-time schooling.

There are sound procedures for identifying what works well and what are the areas in need of improvement. However, sometimes evaluations are descriptive and not always sufficiently focused on how they will aid the children's development. The staff are effectively committed to continued improvement and the manager has sharpened up the school evaluation process. This is evident in the good progress made in addressing most recommendations of the previous inspection. In particular, the most recent planning sheets, tracking sheets, observations and assessment records kept by key workers of the children's work and developing skills, provide good quality information to parents about their children's progress.

The quality and standards of the early years provision

Children enjoy learning through practical activities and learn and develop well in everything they do. Staff plan valuable experiences to ensure children are learning through all their senses. In the nursery, children gain a great deal of enjoyment in all aspects of their play both indoors and outdoors. They relate well to each other as they learn how to bath the baby and clean the house. There is a good balance of adult supported activity and those chosen by the children themselves. Children recognise their names through the self-registration system and attempt to write their names. They enjoy mark making and tracing around letters, however further opportunities for children to spontaneously write for different purposes are not always maximised.

Recent improvements to planning are helping children to develop good knowledge and understanding and creative skills through the good links made with seasonal celebrations such as autumn. Religious festivals such as Diwali bring relevance and enrichment to children's learning. Bright and colourful artwork helps to make the environment stimulating. Staff are using rigorous new assessment systems to help plan the next steps in learning but recognise the need to record these consistently and accurately.

The staff are keen and diligent in sustaining the children's welfare. Children feel safe in this well-organised and welcoming nursery. They enjoy all aspects of their play, including gaining a good understanding of how physical exercise helps them to lead a healthy lifestyle. Children under two happily explore a well-planned environment in order to find the cosy areas. They feel secure because adults help them and staff have cultivated close and effective links with parents and with staff of the host school when children are ready to move there. Visiting teachers support children's learning well by providing French and dance lessons for children. Children learn how to use equipment safely and with enjoyment, for example, they

work with sand and paint autumn leaves in a sensible way. They also show a good awareness of the needs of others when sharing resources. They gain confidence through well-established routines, often when they sing rhymes such as 'When You Hide Your Hands.' Children gain independence and understand the need to be tidy because of clear expectations from adults. Children develop their independent skills well in this stimulating and friendly setting and are well prepared for the next steps in their learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There has been one complaint made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.