

# Bourne Abbey Kindergarten & Kids Club

Bourne Abbey C of E Primary School, Abbey Road, BOURNE, Lincolnshire, PE10 9EP

<b>Inspection date</b>	07/02/2013
Previous inspection date	19/10/2005

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children thrive and make rapid progress in their learning and development because they are supported extremely well by highly skilled and knowledgeable staff.
- Children develop extremely strong bonds with staff and children because the key person system is highly effective and children are secure and confident learners.
- Children are well protected and kept safe because safeguarding is given the highest priority.
- Partnerships with parents, the school, external agencies and specialised professionals are extremely effective and fully support all children's needs; making their transitions a seamless and positive experience.

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**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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

**Inspection activities**

- The inspector had a tour of the premises.
- The inspector observed all children indoors and outdoors.
- The inspector and manager completed a joint observation of a food tasting activity.  
The inspector had ongoing discussions with the manager throughout the inspection,
- looked at children's learning journeys and planning, sampled a range of policies and procedures and sought the views of parents.

**Inspector**

Anne Barnsley

**Full Report****Information about the setting**

Bourne Abbey Kindergarten and Kids Club is run by the school governing body. The provision has been registered since 2004 on the Early Years Register. The kindergarten and kids club provide places for a maximum of 61 children at any one time. The kindergarten operates from purpose-built premises within the grounds of Bourne Abbey Primary School. There is an enclosed outdoor play area attached to the premises. The kids club for children in the early years age group operates from the kindergarten premises. There is an attached car park for staff and parents.

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There are currently 97 children on roll overall at the kids club and 44 children on roll at the kindergarten. The kindergarten provision allows 29 children to attend per session and caters for children aged two, three and four years of age. The kindergarten provides wrap around care for the school nursery, which enables those children who receive their funded sessions at the nursery to attend the kindergarten and kids club for the remainder of the day, as necessary. The setting is in receipt of nursery funding for three-year-olds and there is provision for funded two-year-olds. There are children attending the kindergarten and the early years kids club who have been identified with special educational needs. Children also attend who speak English as an additional language.

The kindergarten is open each week day throughout the year from 8.45am until 3.15pm during term time. The kids club is open each week day during school term time from 7.30am until 9am and from 3.15pm until 6pm. In school holidays the kids club is open each week day from 7.30am until 6pm.

The kindergarten employs seven members of staff. Of these, six have completed childcare qualifications at level 3 and one member of staff is unqualified. The manager of the kindergarten is currently undertaking an Early Years degree, which is nearing completion. The manager attends special educational needs forum meetings and the setting receives support from the local authority. The kids club employs a total of nine members of staff. Of these, eight staff are qualified at level 3 and one at level 2. The kids club provision for early years children is run by the deputy manager of the kindergarten who has an appropriate early years qualification at level 3. The kindergarten and kids club are members of Children's Links.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- consider enhancing the existing opportunities for parents to be involved in their child's learning by encouraging them to contribute more fully to the overall planning of themes and topics, and to offer any skills they may have to enrich children's experiences.

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

This is a highly stimulating and welcoming environment where children thrive and make rapid progress towards the early learning goals in all age groups. Indoors and outdoors are resourced extremely well and organised in ways that enable children to make choices

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and learn through their own interests. The exceptional organisation of activities, achieved through meaningful observations and individualised planning, reflect the rich and imaginative experiences offer that meet the needs of children very well. Highly effective monitoring of children's progress ensures that any gaps in their learning are identified at an early stage and acted on. Staff have expert knowledge of the learning and development requirements and a full understanding of how young children learn and develop.

Staff are highly attentive to what is taking place in the learning areas around the room. Child-led learning is matched extremely well to planned activities that flow seamlessly, linking and extending a wide range of learning together in a natural progression. For example, in the morning a member of staff noticed that a group of children were enjoying playing with the baby dolls in the home corner. That afternoon she set up the water tray for the children so that they could extend their play by bathing and caring for the needs of their dolls through further experiences. Staff have clear learning objectives when they plan activities and carefully check to make sure these objectives are met. They explain things clearly to children so that they are well prepared. They use positive questioning techniques to ensure that children of all ages and abilities have opportunities to understand the questions, process the information and have sufficient time to respond.

Staff build well on children's level of learning and development when they first start at the kindergarten. Their achievements are consistently monitored and the educational programme is continuously reflected on to ensure that this is accurately matched and tailored to meet each child's individual need in all areas of learning. As a result, all children make rapid progress with their learning and development from their start point, and staff are able to ensure that all children receive high levels of support and challenge. This is the result of consistently good teaching from all members of staff. Staff have high expectations for children's achievements, and those who are already high achievers receive excellent levels of challenge that continues to drive forward their progress. Children with special educational needs and/or disabilities or those for whom English is a second language make consistent progress from their start point because they are supported very well, while enjoying exceptional opportunities to play and learn independently and with other children.

Indoors and outdoors the learning environment fully promotes all areas of learning and enables children to move around and be explorative, creative and actively contribute to their own learning. Children are confident to do this, for example, they decide whether they wish to play indoors or outdoors and move freely between the two areas. They access toys of their choice, and staff skilfully interact with them to promote learning by letting children take the lead. There is a very good balance between adult-led and child-led learning. Planned activities focus extremely well on the three prime areas of learning, although all children benefit from having access to resources and activities that cover all seven areas of learning. Staff introduce the specific areas of learning in greater detail when they know children are ready. Children always have access to mark-making resources which they use spontaneously indoors and outdoors. Children enjoy looking at books and often choose to do this by themselves, in addition to listening to stories that staff read to them. They progress well with learning individual sounds, linking them to letters and then blending them to make words. This is helped by staff making games of

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'spotting' sounds and helping children to recognise how to form letters and numerals to develop their early writing skills. Children use many different types of media to promote their interest in early writing. For example, a group of children are very busy outdoors making marks in the sand with a member of staff. They also use things like shaving foam and flour, in addition to conventional writing tools, such as crayons, pencils, paint and pens. Developing number skills and problem solving abilities are an ongoing and natural occurrence because as children play, staff ask open-ended questions that incorporate all areas of learning and prompt children to think critically about what is taking place. Children use computers well and have excellent exposure to technology. They learn about shapes, size, space and measure as they use resources, such as jig saws, sand, and construction toys. Children especially like using their imaginations as they play with small world characters and invent games that have meaning to them. They show how well they develop their understanding of colour as they talk about the blue jacket and hat one character is wearing and the yellow belt that another character is wearing over his black trousers. The progress that children make with their learning and in relation to their personal achievements makes them exceptionally well prepared for their transition to the nursery class and eventually to school. They leave the kindergarten very well-prepared with the skills they need for their future learning.

The excellent partnership with parents means that parents are very well-informed about their children's progress and always feel welcome in the kindergarten. An important strength is the way the kindergarten fully involves parents in their children's learning from the onset and continues this process as they move on to the nursery class in the school. Parents complete 'all about me' booklets, which provide staff with important information about each child's start point. Staff use this information well to complement the initial assessments they make and to subsequently match these accurately to each child's ability and developmental stage. Parents complete observations from home of special achievements and add these to their child's learning journey or to the 'WOW' tree in the kindergarten. Consideration could be given to enhancing this by encouraging and enabling parents to contribute any ideas they may have to future topics or themes, and to offer any skills they may wish to share with the children to enrich their experiences.

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

Children are exceptionally well settled and form extremely strong bonds with all staff and, in particular, their key person. Relationships are excellent and the effective teaching strategies and warm interaction from staff ensure that children feel valued, safe and secure with the adults who care for them. The warm and affectionate relationships that staff foster with children enable them to develop the skills to form strong friendships with other children. Staff are always close and attentive to the needs of all children, providing them with a very stable and secure environment which children explore and investigate with confidence.

Children show high levels of independence in their self-care. Staff skilfully develop children's personal skills by ensuring that self-care routines are a consistent part of the

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daily routine. As a result, children learn excellent hygiene routines. Children go to the toilet independently and know to wash their hands when they have finished and again before they have snacks and meals. They benefit from a wide range of healthy snacks and meals and understand what foods are good for them. The impact of this extensive work on the need to eat nutritious food and take regular exercise shows clearly in the children's excellent awareness of how to live healthy lifestyles. For example, they learn about the origin of foods by growing their own vegetables and they have good exposure in the snack area to posters of foods that are 'good for us'. This initiates lots of discussion and consolidates learning. Children enjoy food tasting sessions to introduce them to new or unfamiliar foods and they discuss what they think of them with staff. Staff sit with children at all snack and meal times and talk to children about what they are eating; asking meaningful questions that further enhance children's understanding. Staff fully recognise the valuable social learning that takes place when children all come together at meal times. They ensure that meal times are a relaxed experience where children have plenty of time to share news with each other and further develop their communication skills. This works very well as children bring their own conversations to the table, for example, one child tells everyone about their trip to the zoo with the child's grandma and how they saw a dinosaur there. Children relish their physical play and make excellent use of the well-resourced, stimulating outdoor area.

Children's behaviour is exemplary because staff ensure that they have a consistent routine each day, which enables children to develop a strong sense of belonging. The high quality staff interaction and exemplary organisation of routines help children gain an exceptionally strong sense of security. Children know what is expected of them, what is going to happen and when it is going to happen. This enables them to contribute extremely well to their day as they organise their play and make choices and decisions. Children show great maturity for their age and have an excellent understanding of what standards of behaviour are expected. They apply these well in order to keep themselves and others safe. For example, a child left the door to the cloakroom open and another child pointed this out and ensured that it was closed. They use a range of tools and equipment safely, for example, knives, forks, scissors and hole punches, and show respect towards their resources, staff and each other. Children are responsive to staff and receptive to new ideas. They listen well and understand that actions have consequences. The staff are excellent role models and their calm and positive manner significantly contributes to children's understanding of safety and acceptable behaviour. As a result, children are thoughtful, showing empathy for, and an understanding, of other people. They think deeply about others and show great concern, for example, a three-year-old child is very caring towards the manager who has hurt her foot. She asks her if it hurts and did she have to have an ice pack on it. Children communicate confidently and are articulate, caring and compassionate. Staff ensure that children are well-prepared and emotionally equipped for their transition to nursery.

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

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There is a comprehensive awareness of safeguarding issues among the staff at all levels, all of whom receive regular training on safeguarding. The setting's collaborative working with other key agencies is exemplary, including their role as a designated nursery for the local children's centre. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. All visitors to the setting are given a detailed induction about safeguarding procedures and expectations they are required to follow while on the premises. Children are further safeguarded by robust recruitment and vetting procedures, including the rigorous induction of new staff. The management structure of this setting is highly efficient and well-organised. Leaders and managers have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. They are highly successful in inspiring the staff team to work towards meeting or sustaining ambitious targets because they have a shared vision for achieving excellence for the children and their parents.

All staff have high standards which are embedded across all areas of practice. Staff morale is very high, and as a result, they are a motivated and dedicated team who work together extremely well to provide children with the best opportunities they possibly can. Rigorous and extensive monitoring, analysis and self-challenge enable the setting to devise exceptionally well-targeted plans. Self-evaluation is highly reflective and accurately targets and prioritises improvement. This supports continuous improvement that staff, children and parents are all involved in developing and taking forward. The recommendations that were set at the previous inspection have been successfully met and ensure that children in the kids club have a wider range of snacks that promote healthy eating. Changes have been made to many areas of practice and monitoring systems, including the introduction of new teaching initiatives to reflect the new Early Years Foundation Stage. Staff have completed a diverse range of further training that they disseminate to each other to gain a shared understanding. This impacts positively on the outcomes for children and fully promotes equality of opportunity. As a result, outcomes in children's achievement and well-being for all children are extremely high. These many strengths account for the good progress the kindergarten has made since the previous inspection, and show why it has a strong capacity to sustain this improvement.

All children's needs are exceptionally well met through highly effective partnerships between staff, parents and their children and external agencies. Parents and carers speak very highly of the exceptional care, guidance and support that make their children feel extremely safe and valued. Parents recognise the high calibre of the staff and applaud their commitment and dedication. They appreciate the way staff know their children so well as individuals and are always there if their child needs support. One parent particularly commented on the rapid progress made by their child in a very short space of time. The partnership between the kindergarten, nursery and school is outstanding and all staff involved ensure that children's transitions as they move to the nursery and then into school are a seamless and extremely positive experience.

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**What inspection judgements mean**

<b>Registered early years provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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. 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**

<b>Unique reference number</b>	EY298658
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	820184
<b>Type of provision</b>	

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<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	61
<b>Number of children on roll</b>	141
<b>Name of provider</b>	Bourne Abbey C of E Primary School Governing Body
<b>Date of previous inspection</b>	19/10/2005
<b>Telephone number</b>	01778 422163

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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 that are usually their 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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