

# Durlston Court School (Kindergarten department)

Inspection report for early years provision

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<b>Unique reference number</b>	EY380235
<b>Inspection date</b>	02/12/2008
<b>Inspector</b>	Christine Coram
<b>Setting address</b>	Durlston Court School, 52 Becton Lane, Barton on Sea, NEW MILTON, Hampshire, BH25 7AQ
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<b>Type of setting</b>	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

The Kindergarten department of Durlston Court School was registered in 2008, although the school has been offering early education for many years. It operates from a purpose-built independent school for boys and girls aged two to seven years. Most children will move on to the main school until the age of 13. The school is set in large grounds in a mainly rural area.

The kindergarten and pre-preparatory classes share recently extended premises, with classrooms, office, kitchen and toilet facilities and secure outside play areas. The before and after school clubs operate from the school hall. The early years department also has the use of the main school's facilities.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The kindergarten operates from 08:30 to 15:15 during term time. A maximum of 50 children under eight years may attend at any one time. There are currently 29 children in the early years age group on roll, 26 of whom are in receipt of funding for nursery education. A maximum of 26 children may attend the before and after school clubs, which operate from 08:00 to 08:30, and from 15:30 to 18:00. The school supports children with learning difficulties and/or disabilities.

Children travel from Bournemouth, Lymington and New Milton as well as from village communities within the New Forest. A school minibus service is available. A team of five members of staff work with the children in the kindergarten. They include a qualified teacher and three others holding relevant qualifications. The school receives support from the local authority.

## Overall effectiveness of the early years provision

Children are confident, happy and motivated in the setting, queuing to take part in activities that capture their imagination. Staff assess and meet the children's individual needs. Staff know the children's personalities and home lives well and talk with the children about them. The person with overall responsibility has a very positive attitude towards developing and improving the provision.

## What steps need to be taken to improve provision further?

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

- provide opportunities for children to further develop their own creative ideas, with particular regard to the youngest children
- review the routine to provide children with increased opportunities for spontaneous use of the garden

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

The setting has developed some effective systems to monitor and evaluate provision. A detailed development plan covers the outcomes for children, and ensures that all areas are assessed. The setting is well organised and staff effectively implement the setting's comprehensive range of policies and procedures. However, the procedure for liaising with other settings has yet to be finalised to ensure a cohesive approach to children's learning.

Children are effectively protected because staff demonstrate clear knowledge and understanding of the setting's safeguarding policy and procedures. Keypads on the kindergarten doors have improved security. Effective recruitment and vetting procedures and staff deployment help to maintain a calm and positive atmosphere.

Staff foster excellent relationships with parents and carers. They receive superb quality verbal and written information about the provision and their child's progress, for example, the setting provides weekly newsletters. Parents receive a report about their child's progress each term and can discuss this at any time with staff. Parents are encouraged to share their observations of their child and to continue the learning with their child at home. The views of parents and carers are valued. Extended family members are encouraged to visit the setting to talk to the children about specific interests.

## **The quality and standards of the early years provision**

Children are keen to join in with the well-planned activities and confidently access the good quality resources. They enthusiastically participate in story time and group discussions. For example, children share their ideas and memories as they discuss their Christmas play. They demonstrate creativity and control during a well-resourced music session.

Older children are proud of their achievements and enjoy showing their work to visitors to the group. Younger children have opportunities to participate in creative play, however, on occasions, the activities are too adult-led and children do not always have the opportunity to develop their own ideas. At other times, there is a good balance of adult- and child-led activities and spontaneous play. For example, a child chooses to use a wipe clean board and concentrates for a long time on drawing 'Dora the Explorer with chicken pox'. Staff retained the picture to show the parent at the end of the session.

Children have daily access to outdoor play in the well-resourced garden area. However, there are limited opportunities for spontaneous access to this area. This restricts children's choice and means that this interesting learning environment is not used to its full potential.

Planning takes account of the individual interests of the children. It is informed by effective assessments undertaken by staff. Adults present the learning through effective teaching methods. They interact well with the children and give them

plenty of encouragement through very positive comments. Children are well behaved and motivated.

Children follow good hygiene practices and are aware of how to keep themselves safe. For example, if they try to climb the wrong way up the slide, adults explain why this is dangerous in a way that the children can understand. They respond by climbing the right way. Children benefit from many opportunities to develop community relationships through taking part in charity events. Through their learning, they develop skills which will help them in their future education.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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](http://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

## **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 have been no complaints made to Ofsted since registration.

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.