The quality and standards of the early years provision

This provision is outstanding

- The commitment to excellence continues to be evident throughout the kindergarten, with very high quality teaching. As a result of inspirational leadership, children are provided with a memorable and inspiring early years' experience.

- The dedicated and knowledgeable co-owner/manager shares her expertise across the kindergarten. Consequently, the staff team are inspired to further their own professional development. As a result, children benefit from the enhanced learning opportunities and staff who value them as individuals and active learners.

- Children behave in an exemplary manner; they have secure boundaries and routines so they understand fully what is expected of them. Consequently, they become confident and independent individuals who have very high levels of self-esteem and self-confidence.

- Children’s health and well-being is given high priority, as the manager teaches them to make healthy food choices by regularly preparing meals together.

- Staff have an excellent understanding of the kindergarten's safeguarding procedures, which ensures children are very well safeguarded as any concerns are rapidly and effectively dealt with.

- Rigorous recruitment procedures ensures children are cared for by suitable adults. The entire staff team demonstrate exceptional enthusiasm and passion for their role.

- The partnerships with parents are highly effective. Staff ensure that parents are continually, actively involved in their 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 each room of the kindergarten and the outdoors.
- The inspector conducted a joint observation with the co-owner/manager.
- The inspector held discussions with the co-owners/manager of the kindergarten, children and the room staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the kindergarten's self-evaluation and development plan.
- The inspector took account of the views of parent's spoken to on the day.

Inspector

Sharon Alleary
Full report

Information about the setting

George Eliot Kindergarten was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Canley area of Coventry and is co-owned and managed privately. The kindergarten serves the local area and is accessible to all children. It operates from four base rooms and there is an enclosed area available for outdoor play. The kindergarten employs 18 members of childcare staff. Of these, twelve hold appropriate early years qualifications at level 3, two at level 2, including the co-owner with an overseas teaching qualification and the co-owner/manager with Early Years Professional Status. The kindergarten opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 120 children attending who are in the early years age group. The kindergarten provides funded early education for two, three and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to enhance the already excellent outdoor area by, providing richer opportunities for children under three-years-old to explore and investigate in the natural environment.

Inspection judgements

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

Children are making excellent levels of progress in their learning and development. The quality of teaching in this kindergarten is extremely strong and delivered to a consistently high standard by all members of staff. The utmost priority is placed on parents as the first educators of their child. For instance, parents provide comprehensive details about their children as they begin attending, enabling staff to make accurate initial assessments of children’s starting points in their learning. Planning very clearly supports children to learn through their specific interests. Staff plan inspiring, personalised programmes of learning for their individual key child. Meaningful observations and assessments truly embrace the individual child and their next steps for learning. Staff use their wealth of experience and knowledge of how children develop and how it links to the early learning goals. They have an excellent understanding of children’s individual care and learning needs so that, consequently, all children make excellent progress. A detailed system is in place to track and monitor children's learning and progress. Children, therefore, maximize their potential and any early identification of gaps in learning are dealt with exceptionally early. Staff complete the required progress check at age two when the time comes, which provides a detailed account of what each child knows and can do. Staff are highly skilled and all know
the children extremely well. They spend the majority of their time interacting and playing with the children. All staff engage purposefully with children and make excellent use of open-ended questioning. Questions, such as, 'what do you think?' and 'you tell me', to extend children's critical thinking, problem solving and language skills. Initiatives, such as, speech and language training, which is cascaded back to the team, enable staff to focus on specific areas of learning, such as, communication and language. Staff actively contribute to under two's play and exploration as they encourage them to use their thinking and creativity skills to send their boat down the guttering by adding water from a watering can.

Staff encourage the babies in their play as they offer them a large selection of role play resources in treasure baskets, to promote their opportunities to develop first hand experiences. Babies are completely engaged as they copy staff and press buttons on a banana and pretend it is a phone. Children skilfully negotiate the outdoor space on ride on bicycles and scooters. Staff show their fun side and have a go themselves as children watch and laugh out loud. Children are treated to an excellent storytelling session, staff use puppets and animated voices to engage and stimulate children's interest. They remain completely enthralled. Children are making excellent progress in literacy. They use phonics expertly during structured teaching time. Children literally sap up the quality opportunities to learn. Children comment, 'It makes your lips go fizzy', as they make a 'V' sound. At small group time, toddlers listen carefully for their initial sound and point to themselves when asked, 'Who's got a name that begins with G'. Children are making outstanding progress in mathematics, through activities that interest them. For instance, at brunch, children are beginning to talk about and use fractions. Such as, 'two halves make a whole' and 'one quarter, two quarters, three quarters, four quarters'. Tots are learning how to care for living things exceptionally well. For instance, they handle and help to bathe the kindergarten's bearded dragon. Children play independently on electronic tablets. They use the touch screen to skilfully navigate age appropriate games. Consequently, their early technology skills are developing rapidly.

Children's imagination is fired up as they re-enact popular stories. They recall characters and the sequence of the story. As a result, their listening skills are challenged and they begin a lifelong love of stories and books. Staff are keen to give children responsibilities in preparation for school. For instance, children are asked to collect a bear from another room. As they leave, children mimic what they have heard adults do and say, 'You'd better be sitting nicely when we come back'. The strong skills of all key persons ensure children are well prepared for the next stages in their learning. The shared communication between key persons and outside agencies is highly beneficial for children who have special educational needs and/or disabilities. Staff encourage parents to share basic words in their home languages in order to support children for whom English is an additional language. For instance, all children are greeted in their home language when they arrive at the kindergarten. Parents are extremely well-informed about children's activities and their purpose through the highly informative displays in each room and around the kindergarten. Each room has an evidence file which is used to great effect to keep a record of how the children have spent their time. Parents are highly encouraged to become involved in their children's learning and to extend this at home. For example, staff use the children's learning journey to inform parents of activities and games to try at home. In return the parent's relay information back to staff on how well the children have
participated and learnt the game or what they have been doing at home. This significantly contributes to children's learning.

The kindergarten has a low turnover of staff with a real family feel. Several of the staff have been at the kindergarten in excess of ten years and mums, daughters, sisters and other family members work together in complete harmony. As a result, children receive continuity of care and a warm, homely welcome at this extremely well-established kindergarten. Parents comment, 'It's like walking into someone's home'. A highly effective and robust key person system is in place. Children and babies develop warm, affectionate relationships with their key person and staff generally, which promotes their emotional well-being. For example, babies stay close to their key person when they wake up. Each key person has a buddy, who steps in if ever they are away, offering children additional security. The key person gathers all relevant information from parents when children start attending. This enables them to undertake baseline assessments and for them to establish what they can do, their daily routines and their interests. Having this valuable information from the outset enables staff to settle children into the setting and to meet their individual needs. Parents are seen as an important and integral part of the life of the kindergarten, enjoying friendly, informative daily chats and contributing to resources and activities. Staff forge strong, purposeful relationships with parents. Children's opinions and achievements are highly valued and they receive frequent praise from staff, which gives them increasing confidence and high self-esteem. A wealth of superb examples of children's work adorns the walls in each room. This gives children a sense of belonging and pride in their work.

Behaviour is excellent, as staff use a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. Staff plan strategies and discussions so that children begin to understand how their actions can affect other children or adults. For instance, children talk eloquently about why we use small voices, 'so that you can hear the quieter ones'. As a result, they know what is expected of them, they behave well and develop an awareness of how their behaviour affects others. Children show high levels of independence as they are encouraged to address their personal care needs, including hand washing and learn why this is necessary to stop germs spreading. Children learn to make healthy food choices, as staff involve them in making their meals. The kindergarten provides children with extremely healthy meals and snacks. They learn how their food is cooked, they take the meals to the kitchen in preparation for cooking. Mealtimes are social events and some quality learning also takes place. For instance, staff ask children why they think we need to eat healthy food. Children reply, 'Good food makes our faces very beautiful and our hair very strong'. Children are encouraged to be independent as pre-school children help themselves to their hand-made pizza, potato wedges and cucumber at brunch. They are relaxed and happy as they chat to each other, they carefully pour their water into their cups. Babies and toddlers manage to feed themselves very well, with younger babies helped by staff. Physical exercise is an integral part of children's daily activities, both inside and out. Children dance and move their bodies in various ways. Skilled external dance teachers come in to offer Latin American and ballroom dance sessions. This presents opportunities for children to appreciate the importance of warming up their bodies before embarking on...
structured exercise sessions. The close attention paid to staff deployment supports children's welfare and well-being. As a result, children play and learn confidently in the knowledge that they are cared for by attentive staff in a child-focussed learning environment.

Children learn about taking risks through good teaching, support and supervision, enabling them to explore, test their physical capabilities and become resilient. For example, children are reminded to be careful near the nettles and brambles in the appealing outdoor space. The beauty of this space is the unspoilt, natural element where children, along with the support of staff, can manage their own risks. Opportunities to take risks and learn about safety are extremely well handled. For instance, when introducing a working tool bench with real tools staff explain the risks to the children. Later on, children confidently tell the inspector, 'When you put your finger in the shutting bit it hurts'. Children are wonderfully happy, motivated learners who fully investigate the superb, stimulating environment provided by this kindergarten. They delight in exploring the challenging experiences and activities on offer and become deeply engrossed in their learning. High importance is attached to children's moves within the kindergarten. Key persons accompany children until they feel settled in their new room and the gradual move is timed to suit children's individual needs, ensuring their emotional well-being is superbly promoted. The kindergarten has an excellent procedure that is implemented to ensure a smooth move to school. Teachers are invited into the kindergarten and the key person completes summaries of the children's achievements to pass on to school. This document gives parents and teachers excellent opportunities to see how children have progressed. This ensures that parents and teachers are aware of children's development, confidence and self-esteem as they go forward to their next stage of education.

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

Since the last inspection the co-owner/manager has been highly successful in maintaining the highest level of achievements. This can, in part, be attributed to her dedication in continuing her professional development by achieving an Early Years BA Hons degree and Early Years Professional Status. The co-owner/manager is passionate about her role and her leadership is inspiring. Staff clearly seek to please her. This is evident in the low turnover of staff and the clear desire to work together to deliver outstanding care and teaching. If new staff are appointed, they are never allowed unsupervised access to the children, until all checks, to ensure their suitability, are in place. The co-owner/manager places children at the heart of everything she does and safeguarding is awarded the highest priority. The co-owner/manager has completed advanced safeguarding training and all of the team have completed child protection training. The comprehensive supporting policies and procedures are clear and on display in the kindergarten. Regular tracking of individual files identifies practice and groups of children to ensure appropriate intervention and monitoring of children and the areas of learning. Recruitment procedures are robust and ensure only those suited to working within the kindergarten team are selected alongside being appropriate for their roles. Interviews are conducted appropriate to the candidate. A meticulous induction procedure and background checks are carried out
and every staff member is subject to a probationary period. High quality systems for professional supervisions are in place, based on staff appraisals and discussions during one-to-one meetings with the manager. Staff are regularly observed by each other to ensure that their practice is of high quality at all times.

The co-owner/manager of the kindergarten has an exceptional knowledge of the Early Years Foundation Stage and how young children learn and continues to inspire and drive all of the staff team to continually achieve the highest of standards. This includes supporting staff to pursue their professional development. On occasions, staff deliver valuable workshops to their colleagues on interesting and beneficial subjects they have learned about outside of the kindergarten. For instance, staff deliver in-house training on the benefit of 'theraplay'. The co-owner/manager further supports staff learning by producing more information on the theories behind attachments that support the 'theraplay' principles. Management and staff successfully implement an extensive range of policies and procedures aimed at promoting children's health, safety and well-being. Systematic reviews of policies ensure staff are up to date with current practice. Risk assessments promote children's safety as they are thorough and are given high priority. The premises are extremely secure with external cameras at the front entrance. Staff make checks on the environment and where necessary, take precautions to minimise risk. For example, there is a bolt on the laundry door which ensures children cannot gain access and staff check the outdoor area for any poisonous plants and ensuring their removal. Staff deployment is excellent. Staff are vigilant to children's needs and tell each other if they are to leave a room. This ensures that children are supervised to a high level at all times. The staff team is inspired, extremely well-led and cohesive. All staff have a shared vision for the success of the kindergarten and they all work together with the manager to achieve their goal. Through detailed and regular evaluation of their practice, management and staff clearly identify and implement areas for further development that will have the highest impact on the care and education for all children.

Highly successful methods are implemented to involve children in evaluating their environment. For instance, children use a variety of media, such as, photographs and videos to capture the areas they most like at the kindergarten. Through reflective practice, the management and staff have identified further scope to develop the already excellent outdoor provision to provide children under three with additional opportunities to explore and investigate in the outside space. The manager strives to ensure that all professionals and shared carers who work with the children share relevant information on an ongoing basis so that children's care and progress are monitored highly effectively. Partnerships with parents are excellent. Parents are viewed as children's primary educators and staff work closely with them, welcoming them into their child's experience at the kindergarten. Evidence files prepared by each room supply new parents and the inspector, with an overview of the quality type of activities that are on offer for the children in their care. The co-owner/manager, via e-mail, sends a daily overview of the kindergarten along with daily e-mail updates from each individual room. Consequently, children experience a first class consistent and coordinated approach to their care and learning. Parents play a vital role in the kindergarten. A 'tete a tete' committee of parents meet regularly to share parents views. The kindergarten website provides parents with a wealth of first class information that is accessed securely.
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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
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<tr>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
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<tr>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Inadequate</td>
<td>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 monitored and inspected again within six months of the date of this inspection.</td>
</tr>
<tr>
<td>Met</td>
<td></td>
<td>The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.</td>
</tr>
<tr>
<td>Not met</td>
<td></td>
<td>The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.</td>
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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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<tr>
<td>Date of previous inspection</td>
<td>04/03/2009</td>
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<tr>
<td>Telephone number</td>
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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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