



## Koala Kidz Ltd

Inspection report for early years provision

<b>Unique Reference Number</b>	EY261361
<b>Inspection date</b>	15 November 2006
<b>Inspector</b>	Veronica Sharpe
<b>Setting Address</b>	Stanton Farm Day Nursery, Ely Road, Waterbeach, Cambridge, Cambridgeshire, CB5 9NN
<b>Telephone number</b>	01223 860263
<b>E-mail</b>	nshitpatel@btopenworld.com
<b>Registered person</b>	Koala-Kidz Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Stanton Farm Day Nursery is located in Landbeach, near Cambridge and is one of three day nurseries in Cambridgeshire owned and operated by Koala Kidz. It operates from a converted farmhouse and a mobile building located in the grounds. There is an enclosed outdoor play area. The nursery serves both the local and wider geographical area.

The nursery is able to accept up to 24 children aged up to eight years of age. There are currently 32 children from six months to four years on roll. This includes seven children who are eligible for nursery education funding. Children attend for a variety of sessions. The setting supports a small number of children who speak English as an additional language.

The nursery opens five days a week all year round from 08.00 to 18.00 with the exception of public holidays.

Five members of staff work with the children. Four of these have early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children benefit from sound hygiene procedures, they wash their hands appropriately, for example before meals and staff remind children in order to establish good habits. All areas of the nursery are clean and hygienic and staff ensure items, such as nappy changing mats are wiped down each time, which helps prevent cross infection. Children are protected by satisfactory systems to record accidents, including existing injuries, which happen whilst children are in the care of parents or carers. Sufficient staff have first aid qualifications to ensure children have the correct treatment in an accident. Medication records are clear and accurate. Parents countersign all records, which ensures they are fully informed about their children's medical care whilst at nursery.

Children enjoy an attractive and stimulating outdoor environment, where they experience a wide range of activities that promote their physical health. Bikes, trikes and scooters help older children develop their ability to push, pedal and manoeuvre successfully. They ably kick balls and roll hoops and most older children can throw and successfully catch balls of different sizes. Younger children are supported well by staff as they experiment with sit and ride toys, or begin to chalk and draw shapes on the ground. Weekly sessions with a gymnastics teacher help some children develop good physical control as they jump, roll and bunny hop.

Children enjoy a satisfactory range of healthy and nutritious meals which contain at least one serving of fresh fruit each day. Menus are planned so children experience a variety of foods, which helps them develop good eating habits. Information is collected from parents and carers to ensure children's individual dietary needs are met. Older children freely access fresh drinking water, which means they meet their own needs. Younger children and babies are offered water regularly to maintain their good health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The nursery is warm and inviting so children and visitors are made welcome. Children play in a safe and suitable environment, where most hazards have been identified and minimised. Rooms used by the children are clean and spacious so children move around in safety. Low level shelving is being introduced in all areas of the nursery in order to improve children's opportunities to access toys and equipment independently. Children benefit from a satisfactory range of suitable resources. Staff check the toys and equipment to ensure they are safe, clean and in good condition, which helps keep children safe.

The outdoor area is safe and secure because suitable fencing and coded locks restrict access to the nursery. Staff keep children safe by implementing daily risk assessments, for example, the garden is checked each day before children play. Fire control appliances are checked annually to ensure they are working, but dates of fire drills are not always logged. This means there is

no accurate record of the drills, which potentially affects children's safety in a fire. Children are kept safe from harm because staff are vigilant and supervise them effectively, for example, they give physical support to younger children as they learn to ride and pedal the bikes and trikes. This encourages children to develop their skills with confidence.

Staff show a satisfactory understanding of child protection, they know the nursery procedures and understand their responsibilities. Senior staff have attended appropriate training so children can be safeguarded effectively.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the nursery and benefit from warm and positive relationships with staff. They play together in small groups, share resources and show caring attitudes to each other, for example, they hold hands or give each other friendly cuddles.

The bright and cheerful environment includes examples of their art work or photographs of them at play, which increases their self esteem and sense of belonging. The generally stable staff group get to know the children very well, which ensures children's individual needs are known and mostly met.

Young children benefit from flexible domestic routines which are consistent with those they have at home, which means they eat and sleep according to their individual needs. As a result they are secure and content. They enjoy a satisfactory range of experiences, such as playing with age-appropriate puzzles or building blocks. Staff are conscientious and attentive, they sit with the children to play with them, share stories and show interest in their chatter. However the planning of the routines and the organisation of staff and resources sometimes means children have insufficient opportunities to initiate their own activities and therefore extend their own learning.

Children in all areas of the nursery benefit from the outdoor environment. Suitable clothing ensures children play outside in all weathers and take advantage of fresh air and exercise. The play area is spacious and interesting. Equipment, such as climbing frames, bikes and trikes ensure children enjoy varied active play experiences, which gives them positive attitudes towards active, outdoor exercise for the future.

### **Nursery education**

The quality and teaching of learning is satisfactory. Staff have an adequate knowledge and understanding of the Foundation Stage curriculum and plan a suitable range of activities that cover the areas of learning. Staff listen to the children and know them well, which means the activities mostly meet the developmental needs of the children. Children have developed warm and confident relationships with staff so they are secure and approach their learning with enthusiasm, but, as in other areas of the nursery sometimes the organisation of resources and adherence to planning means children do not always have time to persevere and follow their own interests.

Evidence of children's learning is collected in various ways, however, the consistency and frequency varies and there is some delay before this information is used to inform planning. This means children's next steps are sometimes not always clearly identified and the assessments do not always give an accurate account of what children can do.

Children are interested in most of the activities and enjoy their time at nursery. They know the codes that lead to harmonious relationships and share resources and activities well. They sit quietly together when necessary, such as when listening to a story and take part enthusiastically in active boisterous play outside. Older children care for themselves effectively, they use the toilet and wash their hands or competently pull on their wellies to go outside.

Children listen with interest to stories, they gather round staff for one-to-one reading sessions or choose books spontaneously to share with a friend. They speak confidently in a group, for example, to recall the visit from the 'reptile man'. Children have appropriate tools to mark make and confidently use pens, pencils and brushes in role play or arts and crafts, which also develops their physical skills. Activities, such as using 'big' chinks in the garden encourage them to mark make and draw complex shapes.

Children build and construct using a range of suitable materials, such as small and large construction toys, junk modelling, clay and play dough. Everyday use of a computer enables children to develop confident use of programmes and for example, they learn to pattern and sequence using appropriate software. Children play imaginatively, they pretend to be 'mummies' and put their teddies to bed, or ride to the shops to buy milk for snacks. They explore sounds with a variety of musical instruments and enjoy lively singing sessions in small groups with staff.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children develop warm and positive relationships with staff and each other. Babies are supported well in their transition from home and routines, such as eating and sleeping reflect their individual needs, which ensures they are secure. Children play together, share their resources and enjoy each other's company. Activities and resources help children learn about the wider world, such as a map of the world with holiday destinations. Children celebrate relevant festivals, such as Halloween or Diwali and learn about festivals from other lands. Visitors, such as the 'reptile man' or the fire service help them develop their knowledge and understanding of the world.

Children's behaviour is good, staff support them and encourage them to share, children learn to say 'sorry' and show concern if one of their peers is upset. Staff show an understanding of children's individual needs as, for example, they distract older and more active children with a game of 'football' in the garden so younger children play quieter games in safety. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is satisfactory. Children in all areas of the nursery benefit from the positive relationships between parents and carers and staff. Key workers speak with parents on a daily basis and written records of essential information, such as sleep times

for babies keep parents well informed. A parents' notice board and regular newsletters ensures up to date information is shared appropriately. Parents say they have sufficient information about the Foundation Stage and have some opportunities to share what they know about their child, which helps staff plan for children's next steps.

## **Organisation**

The organisation is satisfactory.

Staff are enthusiastic and motivated, they work well as a team and support the children in their activities. Effective deployment means children have sufficient opportunities for one-to-one and small group experiences, which promotes their self-esteem. Appropriate systems are in place to ensure staff are suitably experienced and qualified to work with the children. However, records are not always clear about which checks staff have undertaken to show they are safe to work with children and some staff records are incomplete. This means children may not be fully safeguarded.

Most documentation is in place and is kept with due regard for confidentiality. Records are collected from parents to meet children's individual needs, such as contact details or medical information. Staff show a clear understanding of the setting's policies and procedures, which promotes children's health, safety and welfare. Overall children's needs are met.

Leadership and management is satisfactory. Monitoring arrangements, such as appraisals, have recently been introduced and a training plan is being devised. Some staff show a satisfactory understanding of the Foundation Stage, which ensures children make some progress in all the areas of learning. Staff meetings, including those with the other nurseries in this small chain help staff explore their ideas and develop their practice.

## **Improvements since the last inspection**

At the last care inspection the registered providers were asked to ensure the record of children and staff attendance is accurate, ensure parents countersign medication records and to review the security of the premises.

A daily register is kept of children's attendance, which includes the times of arrival and departure. Staff names are recorded daily so there is a clear record of who looks after the children each day. Visitor's names are included on the daily register so a record is available. This ensures children, visitors and staff are accounted for.

Children's safety has improved because new perimeter fencing has been built. This provides a secure environment where unauthorised access is restricted. Coded key pads ensure parents or carers and staff have easy access, whilst visitors must ring for entry.

This is the first nursery education inspection.

## **Complaints since the last inspection**

Since 1 April 2004, there has been one complaint made to Ofsted, which required the provider or Ofsted to take action in order to meet the National Standards.

Ofsted carried out an unannounced visit on 17 February 2005. Six actions were given as a result of the visit relating to National Standard 2: Organisation; National Standard 3: Care, learning and play; National Standard 6: Safety; National Standard 11: Behaviour; and National Standard 12: Working in partnership with parents and carers and enforcement action was imposed in relation to National Standard 6 to safeguard children's. Ofsted visited the provision in March 2005 to check that appropriate action had been taken to meet the National Standards; the provider remained suitable for registration at the time the investigation was closed.

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

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- carry out fire drills at a frequency agreed with the Fire Safety Officer and keep an accurate log of fire drills including any problems and how they were resolved
- ensure there is an accurate record of the name, home address and telephone number of the registered person and any other person living or employed on the premises. Keep a record of the name, home address and telephone number of any other person who will regularly be in unsupervised contact with the children
- improve the systems that ensure staff are safe and suitable to be in unsupervised contact with children.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further the effective use of observation and assessments so they aid planning for children's next steps, so that activities can be matched to children's individual abilities and provide appropriate challenge and progression
- increase children's opportunities for independent, self-initiated play, ensure the routines of the nursery are flexible so children have time to sustain activities that interest them (this also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)