



Kiddie Kapers Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY295433
Inspection date	09 September 2005
Inspector	Margaret, Ann Sandfield
Setting Address	The Willow Centre, c/o 28 Brookfield Road, Ashford, Kent, TN23 4EY
Telephone number	Nursery: 01233 614743 Crèche: 01233 641156
E-mail	
Registered person	Beaver Community Trust
Type of inspection	Integrated
Type of care	Full day care, Crèche

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.

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 good. 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?

Kiddie Kapers Neighbourhood Nursery and Crèche is run by The Beaver Community Trust Committee. It opened in 2004. The nursery operates from four rooms on the ground floor of The Willow Centre on a large housing estate in the Brookfield road area of Ashford. The crèche operates from the multi-function room on the same premises. A maximum of 69 children attend the nursery, of whom 9 may be under 2 years of age at any one time. A maximum of 20 children attend the crèche, of whom

12 may be under 2 years of age at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. Children attend the nursery on a sessional or extended day bases. Children currently attend the crèche when their parents are accessing a Sure Start Activity on the premises. All children share access to a secure enclosed outdoor play area.

There are currently 96 children aged from 3 months to under 5 years on the nursery roll. Of these 52 children receive funding for nursery education. Children come from the local and surrounding areas. The crèche supports a range of services that are provided in the children centre and Sure Start area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 17 staff of whom 14 are qualified. The crèche has 3 qualified permanent staff and a pool of 9 casual staff. The 3 permanent crèche staff hold an early years qualification.

The group receives support from the Early Years Development and Childcare Partnership, Sure Start and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. They are cared for in a warm, well ventilated, clean, welcoming environment where they learn appropriate hygiene practices. Children learn how to stay healthy and about healthy eating habits through topics, information on posters and on a practical level. They are provided with a healthy, balanced lunch menu and snacks of fruit and cheese and crackers, in accordance with their dietary needs and parent's wishes. However, children are given drinks at snack and meal times, they were not observed helping themselves to drinks between times.

They regularly play outside in the enclosed hard surfaced play area on trikes and bikes and also with balls. Weather permitting, children have ready access to a covered play area during free play activities sessions, where there is variety of toys and resources including balancing equipment. This promotes their physical skills and gives them further opportunities to enjoy playing in the fresh air. They also have opportunities to partake in a variety of vigorous physical activities on a regular basis both indoors and outdoors, for example, Monday they are involved in an Obstacle Course and on Tuesday a traffic game. This variety of opportunities helps them gain control of their bodies, as well as developing skills in many other areas.

Cleaning routines and check lists ensure all areas of the provision are sufficiently hygienic. Medication records are complete and clearly documented, which supports children's well-being. However, the exclusion policy regarding illness, fails to clarify the time children should remain at home. For example, sickness/vomiting reads '24

hours (if sent home)', which does not make it clear that the exclusion period should be 24 hours after the symptoms have ceased.

Staff use the Birth to three matters guidance well. Babies and young children are cared for in a clean hygienic part of the nursery with good routines that help support their good health, for example, the removal of outdoor shoes by staff and visitors. They are developing healthy dependence and independence and young children are aware of when to ask for help. They are learning to gain control of their bodies with appropriate support and are acquiring physical skills in line with their stage of development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children, toddlers and babies have access independently to a wide range of toys and play materials across the age range, which are in good condition. The staff have a good understanding about appropriate types of activities and levels of support required, which gives children confidence to try out new skills safely. Children ask for help when they need it and set their own limits.

Children and babies are kept safe from hazards as there are good procedures in place to ensure their safety during the session and on outings, for example, there are clearly defined procedures for emergency evacuation of the building. All the required precautions are in place and there are effective procedures to minimise hazards in the provision prior to the session starting as well as during activities, for example, risk assessment sheets. As a result children are able to move around the setting safely, freely and independently.

The staff have all the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. For instance the manager and staff have a good understanding of child protection issues and know how to record and report any concerns. However, the child protection policy implies that adults who have not been registered as 'fit' may be left alone with a child for a short time. The manager of the nursery states that this is not what actually happens in practice, as people not vetted do not have sole access to children. The manager keeps her own and her staff's knowledge base current by regularly attending training, which promotes children's wellbeing.

Babies, toddlers and children are gaining self assurance through close relationships. As a result they are becoming confident in what they can do, as they are able to value their own abilities within a safe supportive environment.

Helping children achieve well and enjoy what they do

The provision is good.

Children, toddlers and babies settle well at the nursery. They move around confidently and make themselves at home. They relate well to each other and to the

staff and develop close relationships with adults and their peers. Children play happily by themselves, in small groups, or cooperatively at circle time.

Children experience a rich range of interesting activities indoors and outdoors, which staff plan well to ensure the needs of all children are met. Babies, toddlers and young children's toys and resources are provided on a rota basis so they have opportunities to experience the full range. Older children independently choose from the range of resources and play materials confidently throughout the session and all children spend their time purposefully, which contributes to their personal, social and emotional development. Although boxes and children's individual trays do have name labels, not all have pictures labels of what boxes and trays contain, which would support less able children's understanding of the contents of trays and help them make informed choices. Likewise less able children would benefit from improvement to the labelling of their individual trays, for example, addition of their own symbols, as it does not make it particularly easy for less able children to know which of the many trays are actually theirs, especially as some children share the same first name.

Staff have a sound knowledge of meeting the needs of the under threes. They plan and provide care in accordance with the Birth to three matters framework. Staff provide more support and age appropriate activities to develop young children's language skills, for example, plenty of movement and music, action rhymes and book time. Babies', toddlers' and young children's needs are further supported through very good liaison between parents and the staff.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners have a fairly good knowledge of the Foundation Stage. They provide detailed plans and use children's assessment to inform individual educational plans for the next stage. As a result, activities meet the needs of all children.

Children's knowledge and understanding of the world is re-enforced during circle time when children look at a world map on a globe which magnifies the animals native to that country. Their physical development is reinforced very well on a practical level during the many opportunities for outdoor play. Children are encouraged to play on or with a variety of toys and resources that promote their fine and gross motor skills, for example, when playing on balancing beams, during an obstacle course and traffic game. Staff actively help them to develop their communication and language skills as well as personal, social and emotional development, when staff ask children open ended questions about their families during a 'one to one' activity and 'show and tell time'. Children receive lots of praise and encouragement during this activity, building on their confidence and self-esteem and giving them a feeling of self worth.

Activities relating to mathematical development are clearly evidenced in 'Weekly Equipment Plan'. However, children are given few opportunities to re-enforce their new found mathematical skills and mathematical language during the sessions. For example, staff missed several opportunities to encourage children to count and use numbers generally when lining up or during snack time.

Children receive some encouragement to develop an enjoyment of books and

develop reading skills. Although a range of story books are available to them in a specific area, in some rooms they are not always easy to notice.

Children are encouraged to explore the current topic during everyday practical activities. They enjoy a variety of opportunities for art and craft work throughout the session, which contributes to their creative development. On a practical level they enjoy making coloured playdough and using shape cutters to make models. However, more able children were not given the opportunity to extend their involvement in the activity by, for example, pouring in the pink liquid.

Helping children make a positive contribution

The provision is good.

Partnership with parents is good. Liaison with parents prior to the children attending the pre-school and during visits with their family to the nursery is effective, which ensures that the children are familiar with the setting and staff are able to settle the children in well. The nursery provides a comprehensive 'Prospectus & Information Pack', which contains all relevant information, enabling parents to make an informed decision as to whether the nursery, would both suit their child's needs and be able to provide the service they require.

The staff use a variety of ways to exchange information with parents, such as through notices on the notice boards, displays of information on the early learning goals, newsletters on general matters, contact books and discussion between parents and their child's key worker and room supervisor. Children's needs are met well. Staff work together with parent's to better understand children, including children with special needs.

Staff understand Makaton and children are beginning to learn simple phrases, using both oral language and Makaton to greet each other at register time. The nursery have prompts in picture cards depicting routines and activities, which would aid the integration of children with language difficulties or who speak English as an additional language. The group actively work in partnership with outside agencies in order to understand and meet the needs of children with special needs, whilst helping them to progress with the support of individual educational plans. These are completed for all children.

Children relate well to their peers and staff and are also confident in the company of people less familiar to them. They are friendly and are learning to treat each other with respect. Most children play harmoniously together and behave well. There are clear policies and procedures for managing children's behaviour and encouraging children's good manners. However, staff did not always lead by example, such as remembering to say please themselves.

Babies, toddlers and young children are given the same high standard of consideration to their care, needs and happiness as the over threes. All age groups benefit from a positive partnership with parents. Younger children are discovering boundaries and limits and learning about rules. They have good opportunities to make decisions and demonstrate individual preferences, whilst becoming aware of

theirs and others needs.

Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children experience a balanced day in a well organised environment with times for both indoor and outdoor play. They experience adult led activities and group activities with plenty of free choice of options. Experienced staff provide lots of support to encourage babies, toddlers and children to try new activities and as a result they are gaining confidence and independence.

There is clear documentation regarding the operation of the nursery and information on children, which is stored discreetly to maintain confidentiality and completed in consultation with parents. As a result children's individual needs are being met effectively.

Induction training is provided and staff confirm that it sufficiently informed them. There are written policies and procedures including child protection, which staff are familiar with and which are continually updated. There are nominated co-ordinators for special needs, behaviour management and child protection, thus ensuring children are kept healthy and their welfare is being maintained. Staff profiles did not make it particularly easy to highlight their training needs. The setting meets the needs of the range of children for whom it provides.

Leadership and Management is satisfactory. They have a clear vision of how they want the setting to run and are building on a committed staff team, who work well together. They are happy to delegate responsibility and therefore staff feel motivated and valued. They are receptive to change and put processes and procedures in place to effect this change. Overall they are committed to continue to develop the service that they provide for children and their parents in the community. They value parents views by actively inviting them to be part of the process and their babies, toddlers and children's care, for example, completing evaluation form on how well the settling in process worked for their babies and children.

The crèche was not operational on the days the nursery inspection took place, but through observations and discussion with the crèche manager, there are no concerns or reason to believe that there would be any issues that would impact negatively on the nursery outcomes.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are 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.

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 good. 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):

- ensure that the Child Protection policy and procedures reflect current practice
- ensure exclusion policy clearly defines the time within which children with infectious conditions are excluded from the nursery, following cessation of the symptoms
- develop procedures to ensure children have ready access to drinks throughout the session
- ensure relevant contact details are included in the Child Protection policy

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):

- ensure staff encourage children's good behaviour by leading from example
- improve labelling on trays to support less able children's knowledge and understanding of the trays contents and with their own personal trays, to enable them to start to recognise their own name

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk