

# Kiddie Kapers Neighbourhood Nursery

Inspection report for early years provision

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**Unique Reference Number** EY295433

**Inspection date** 13 July 2007

**Inspector** Jenny Kane

**Setting Address** The Willow Centre, c/o 28 Brookfield Road, Ashford, Kent, TN23 4EY

**Telephone number**

**E-mail**

**Registered person** Beaver Community Trust

**Type of inspection** Integrated

**Type of care** 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 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 has been registered since 2004. The Beaver Community Trust Committee manages it. The nursery operates from four rooms on the ground floor of the Willow Centre in the Brookland Road area of South Ashford. The crèche operates from the multi-function room on the same premises. There is access to secure enclosed outdoor play areas.

A maximum of 69 children may attend the nursery at any one time. A maximum of 20 children attend the crèche at any one time. The nursery is open Monday to Friday from 08:00 to 18:00 all year round. Children attend the nursery for a variety of sessions. Parents attending activities on the premises use the crèche facility, which operates on a flexible basis. The centre serves the local and surrounding area.

There are currently 128 children on roll aged from three months to five years. Of these, 55 children receive funding for early education. The nursery supports a number of children with learning difficulties.

There are 21 staff working with the children. Of these, 19 hold appropriate early years childcare qualifications. The group receives support from the Local Authority Early Years advisory teacher, Sure Start and The Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in purpose built premises, which is part of a larger centre offering a variety of children's services. There are four base rooms where children are looked after with children of a similar age. There is some mixing of ages and joining together for some of the activities during the day. Staff promote the health of the children by maintaining good standards of hygiene and cleanliness. For example, all staff share the tasks of cleaning during the day. Baby room staff use disposable gloves and aprons when changing nappies. This helps to prevent the risk of cross infection and this promotes children's health and well-being.

Most staff have up-to-date first aid qualifications, and clear policies and procedures are in place to enable sick or injured children to be cared for effectively. Systems are in place to record any accidents and the administration of medication. There are first aid resources ready to hand. The older children are developing an awareness and understanding of good hygiene practice. They have easy access to the toilets and take themselves independently. Children know that washing their hands after using the toilet, playing outside and before eating helps to prevent the spread of germs.

Children benefit from the provision of healthy and well-balanced meals cooked on the premises daily by the centre's kitchen staff. Staff plan menus on a three-weekly basis taking into account children's individual dietary requirements and offering parents alternatives. The menu is displayed and staff record food intake for the younger children on their contact sheet, which keeps parents informed. The younger babies have the meal liquidised or if preferred parents bring their own food.

Babies eat their meals when they are ready to. They sit on low chairs during feeding and there is good eye contact and communication with staff. Toddlers sit together at low tables with the staff who help them as necessary by cutting up food. Most are able to feed themselves and enjoy trying new foods. For example, children discuss the peppers, carrots and tomatoes. One child says they like cucumber and asks for more. Older children do not always have the opportunity to be independent at meal times. Preparation, serving themselves and helping to clear away are limited. However, the three year olds do sometimes have a snack bar system and this helps to promote their social skills.

Children have good opportunities to participate in activities, which promote their physical development. They use the outside play area frequently during the day and enjoy the freedom to run around, ride bikes, cars and rockers and choose their playmates. Children show good co-ordination when using the climbing frame climbing up the ladder and scramble net, balancing and sliding confidently down. Staff are on hand and supervise children well. Several join in with activities and this enhances the children's enjoyment. Children use their imagination and enjoy role-play, pushing dolls or other children around in the wooden trucks. However, there are limited props in the wooden playhouse and the outside play area is not visually stimulating. Children cooperate well during play and make up their own games. For example, three children stand by the fence. One counts 'one, two, three run' and they all run to the other side of the

playground laughing and shouting. Another child organises making a structure with the tyres and crates. Children join in and help to fit the tyres into a small space. They work together finding buckets and adding sand. They tell staff proudly 'we are making a beach'.

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

The provision is satisfactory.

Children play in a spacious, well-maintained and secure environment. Staff take positive steps to ensure children's safety and to minimise risks. For example, fire exits are kept clear, fire-fighting equipment is sited appropriately and finger guards have recently been fitted to all doors in the centre. A very good range of toys and equipment is available for children's play, which are suitable for their ages and stages of development. Additional resources are stored in the crèche store and are rotated and shared regularly with all childcare users to provide children with a broader range of experiences. Each room leader takes responsibility for the maintenance and layout of their group room.

The Hedgehogs [baby room] is bright and visually stimulating while retaining a 'homely' atmosphere. An area is sectioned off for the non-walking babies, which ensures their safety. Toys are stored where the babies can reach them and they enjoy crawling and toddling about discovering their environment. Although babies sleep when they need to and they are monitored closely by staff, the sleeping arrangements are poor. The sleep room is also used by toddlers to rest, often in their buggies. Baby room staff practice using the fire escape cot that wheels outside in an emergency. However, because of the overcrowding and the broken gate children's safety is compromised.

The Squirrels [toddler room] has plenty of space for children to move about freely and safely. The environment is cheerful and colourful with mirrors, chalkboards and height charts at child eye level. However, many of the posters, the visual timetable and samples of their work are far too high for the children to see. Toddlers are beginning to show independence. They choose what toys they play with and help themselves from shelves and boxes. Staff provide good levels of supervision and work closely with the children in order to maintain their safety.

In addition to the large enclosed play area to the rear of the building, the babies and toddlers have a garden area next to their two rooms. Although this has the advantage of easy access this area is not sufficiently safe for young children's play. The manager agrees that this area will not be used until the necessary work has been carried out to make the area suitable. In the meantime, children will use the large shared play area, which is fenced, gated, and has a child safe surface.

The Badgers [three-year-olds room] is sectioned and divided into different play areas. Children make good use of the space. For example, they play in the role-play part of the room making up imaginary games with the dolls. They sit together for circle time and register in the main area where they can see the visual timetable and help to move the arrow to the action pictures. They enjoy sitting in the book corner for quiet periods and making a mess in the wet play area for example when painting dinosaurs.

The Owls [four-year-olds room] has a lot of work, collage and posters displayed on the walls, which helps to make this area visually stimulating. The space is laid out creatively into areas. There is a large comfortable seating area for group discussion, singing and story time. Children enjoy using the small book area, the creative play area and the role-play corner, which changes

depending on weekly themes. The toys are accessible to children, which encourages them to develop choice and decision-making skills.

The older children often join for activities. For example, they share access to the enclosed, outdoor covered play area adjoining their base rooms. They enjoy playing with sand, water, soil, and join in painting and other messy play activities. During these mixed sessions children can choose where they play and with whom. This helps to develop independence and socialising in readiness for when they move on to school.

The Crèche operates from the multi-purpose room on the ground floor of the centre. It is registered for a maximum of 20 children at any one time. This room is also used for other childcare activities during the week. For example, during the inspection local childminders were engaged in a support meeting. This area is able to sub-divide to make maximum use of the facility. There is a separate kitchen area, toilets and storage. The area is bright, welcoming and safety maintained well. Children also have access to one of the enclosed play areas to the rear of the building.

The manager clearly understands her role in child protection and is fully aware of the procedures to follow should a concern arise. Staff have recently undertaken some in-house training in the subject to raise awareness and have been involved in a review of the nursery's behaviour management strategies. The manager has just completed the latest safeguarding children training and intends to share this information with her staff. The setting has written procedures in place, which they share with the parents to keep them informed of their safeguarding responsibilities.

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

The provision is good.

Children enjoy a good range of interesting and purposeful activities, which are age appropriate and support their developing needs. All children benefit from the nursery's key worker system whereby an allocated member of staff takes responsibility for liaising with their parents about all aspects of their care. Where possible when children move up to the next age group, a member of staff familiar to them moves with them. Children are relaxed, settled and receive plenty of individual care and attention.

Birth to three matters is effective within the baby and toddler rooms. The children benefit from the staff's sound understanding of the framework and their knowledge of child development. Staff plan activities and record progress in line with the four components of the framework. As a result, children's all round development is well supported and this ensures their emotional well-being. The staff also follow individual routines for eating and sleeping, which ensures consistency with their experiences at home. They discuss any changes with the parents and share information through daily chats. The additional use of contact books and record sheets helps to monitor development and ensures parents have a permanent written record of their children's progress and achievements.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Overall, children are making generally good progress across the six areas of learning. The manager and senior staff have a sound understanding of the curriculum guidance for the Foundation Stage. However, the less experienced staff are not so confident about putting the six areas of learning into practice.

Staff observe children during some activities, recording information on notepads to later transfer to their individual folders. Often staff do not have sufficient time to complete these records and vital information is sometimes lost.

Many of the staff, particularly the senior members, show good motivation and ability to talk to children about what they are doing during activities. However, there are also occasions when staff miss the opportunity to extend children's conversation and learning. The staff working with the children receiving nursery education meet to discuss ideas for the curriculum. The actual written planning falls to those staff who are confident with the Foundation Stage. Although the plans link to the stepping stones and areas of learning they often fail to evaluate the activity. Children use a pictorial timetable to organise their day and they enjoy helping to select the images and move the arrow to identify the next activity.

Children form good relationships with adults and peers. They share and cooperate during play and learn to work together. Children confidently speak about things that have happened at home. For example, one child initiates a conversation about a recent holiday. Others then join in talking about how they got there. 'I went on an aeroplane, I went on a bus.' They also are beginning to express their preferences and dislikes discussing who likes raisins at snack time and who is looking forward to going to 'big' school.

During the day children frequently use Maketon signing during register, singing and group time. Children's language is developing well and many are confident communicators. They enjoy listening to stories within groups and individually, and staff make stories interesting by adopting voices and actions. Children listen reasonably well during circle and group time. They are learning to recognise their names, other written words, and some areas, for example, their individual trays are labelled with their names. Some of the written signs are rather high for the children to see and would benefit from being lowered.

There is some counting during play and children have some opportunities to discuss colour, shape and size during activities, although there are times when some staff do not extend discussion about mathematics fully. Children enjoy experimenting with colour, feel and texture during sand, painting and play dough activities. When painting dinosaur footprints they discuss tiny and large and compare the size of the animal's feet. Children's imagination is developing well as they act out their experiences during role-play both indoors and in the garden. They respond well to singing and action songs joining in enthusiastically with 'tommy thumb' and shouting loudly to 'fingers all' when they reach the whole hand.

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

The provision is good.

Children are relaxed, settled and receive plenty of individual care and attention. All children benefit from the nursery's key worker system whereby an allocated member of staff takes responsibility for liaising with their parents about all aspects of their care. Where possible when children move up to the next age group a member of staff familiar to them moves with them. Staff caring for the younger children follow individual routines for eating and sleeping, which ensures consistency with their experiences at home. They discuss any changes with the parents and share information through daily chats. The additional use of contact books and record sheets helps to monitor development and ensures parents have a permanent written record of their children's progress and achievements.

Staff are caring and considerate and committed to the policy of inclusion. The staff are confident in their ability to provide care for children with a range of abilities. Two members of staff have undertaken Special Educational Needs Coordinator training and they take the lead when supporting children identified as needing additional input. The nursery works closely with Ashford Better Communicators [ABC] who are a speech and language service set up to provide for the needs of preschool children in the local area. Staff liaise with the speech and language therapists and children attending the nursery benefit from this service being 'in-house'. The premises are user-friendly with very good facilities for disabled visitors and parents with young children.

Children's behaviour is generally good. They are well occupied during the sessions and are provided with good opportunities to make choices regarding activities. Staff working with the babies and toddlers speak to children quietly and show a very caring attitude. Most staff get down to children's level when speaking to them and deal with incidents in a consistent manner. The nursery has recently reviewed its strategies regarding behaviour management. Staff discussion and in-house training has resulted in a consistent approach to dealing with incidents.

The nursery discusses methods to manage any unwanted behaviour or problems with the parents as they arise, which ensures the sharing of information.

The nursery fosters children's spiritual, moral, social and cultural development. Children learn about the wider world, their own and different cultures through topics and celebrating some festivals. They make choices about what they play with and have equal access to all the play materials several of which reflect diversity and positive images. Although there is a computer, it does not work very well and the programmes are limited. Consequently, children do not use IT very often. They have access to some resources for finding out about how things work. They have some magnetic games which children enjoy using. There are some torches but they do not work. One child understands 'it needs a battery'. Generally, programmable toys and information technology are limited. However, children have recently taken photographs with a digital camera and the results are displayed on the wall.

Partnership with parents is satisfactory. The manager has a good understanding of the need to work closely with parents and is confident to approach parents when necessary. There is in addition a good support network within the centre to support parents. The nursery maintains written policies and these are available in a folder in reception for parents to look at along with other information on the notice board. Staff and management maintain friendly and professional relationships with the parents and communicate both verbally and in the contact books. As a result, most parents happily share information about their children. Although there is a prospectus, which gives information about the provision it does not include any information regarding the Birth to three matters framework for the younger children.

The parents of the funded children have basic written information about the curriculum in the prospectus. It refers to the Foundation Stage and outlines briefly the six areas of learning. Children place work to be taken home in their individual trays throughout the day. They like to share work with their parents. Staff spend time during the day making notes to later put into children's individual record folders. Due to limited time, these often do not go into the folders immediately. These folders are stored in a filing cabinet and are not immediately or readily available to parents. Consequently, they do not look at them very frequently. Further sharing of written information will ensure parents are informed about their children's educational progress and give them ideas about how to continue their learning at home.

## **Organisation**

The organisation is good.

All required mandatory documentation is in place, appropriately maintained and regularly reviewed. Written information and records relating to children are secure, shared with parents and readily available. The manager is aware of confidentiality and there is space to speak to parents privately in the office. An administrator who deals with the day-to-day enquiries and administrative tasks supports the nursery. The majority of staff hold childcare qualifications and photographs of each member of staff and their qualifications are situated outside each group room. Each group takes responsibility for organising their room, the layout of the space and resources. Staff generally organise their time effectively and deploy themselves well. They pay good attention to ratios and are supportive of their colleagues and visiting students. They work together sharing tasks and duties and are clear about their role. Two deputies are confident in their ability to deputise for the manager. One is responsible for the younger age group and their care whilst the other takes responsibility for the older children and their education.

Leadership and management are satisfactory. The management committee takes overall responsibility for the running of the nursery as part of the centre as a whole. The recent appointment of a general manager to oversee the nursery is beneficial. This ensures the nursery manager has sufficient time to work with the staff and the children. There are good procedures in place to ensure that staff recruitment, induction and ongoing training is appropriate. Between them the staff hold a mix of qualifications and experiences in childcare. Some staff need more opportunity to discuss areas for self-development and identification of training needs. More regular individual supervision sessions will be beneficial. Senior staff show a good commitment and enthusiasm to continued improvement for both the care and education of the children through team meetings, in-house training, external courses and liaising with the board of directors. The setting meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

The provision has addressed the recommendations raised at the last inspection. The child protection policy has been updated and now reflects current practice. A chart stating infectious conditions and their exclusion period has been added to the prospectus. Staff have reviewed their behaviour management strategies and attended training. Children have access to drinking water from jugs in the play areas throughout the session. Their individual trays have clear labels, which helps them begin to recognise their own names.

## **Complaints since the last inspection**

Since the last inspection, Ofsted received one complaint that required the provider to take action in order to meet the National Standards. It related to National Standards 1: Suitable Person, 13: Child Protection and 11: Behaviour Management. Ofsted conducted a visit to the premises to gather information about the complaint. Two actions were raised. The first, under National Standard 11 was to implement appropriate behaviour management strategies to ensure the promotion of children's welfare at all times. The second, under National Standard 2 was to review the staff deployment and ratios.

The provider responded by taking advice from the early years advisory teacher and the local authority safeguarding advisor. This resulted in a review of the policies and training for all staff. Ofsted is satisfied that by taking these steps the provider meets the National Standards and remains qualified for 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 provider has recorded all complaints made to Ofsted by parents.

## **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):

- review the sleeping arrangements
- improve the safety in the under two's garden area

#### **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):

- make the outside play area more visually stimulating
- consider ways to involve parents further in the Foundation Stage records and in the sharing of information about the six areas of learning to support their children's learning at home
- develop staff knowledge and understanding of the Foundation Stage to ensure they fully support and extend children's learning.

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)