

The Kiddies Day Nursery

Inspection report for early years provision

Unique Reference Number	205440
Inspection date	11 February 2008
Inspector	Rachel Wyatt
Setting Address	Kingsway, Stourport-on-Severn, Worcestershire, DY13 8NH
Telephone number	01299 827025
E-mail	
Registered person	Denise Hodgetts
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.

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 good.

WHAT SORT OF SETTING IS IT?

The Kiddies Day Nursery opened in 1991. It is privately owned and has a sister nursery in Kidderminster. It operates from a converted house on the outskirts of Stourport. The nursery serves the local and surrounding areas. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 34 children under five years on roll. Of these, 18 children receive funding for early education. Children attend for a variety of sessions. Support is available for children with learning difficulties and/or disabilities and for children who speak English as an additional language.

There are five full time staff who work with the children. All staff have an early years qualification to level 3 or equivalent. The nursery also employs a part-time cook. The setting receives support from the local authority and is regularly represented at local providers' early years partnership meetings. The nursery is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they are cared for in premises that are warm and clean. Staff ensure all areas of the nursery remain clean throughout the day. Toys and equipment are regularly checked and wiped over and soft furnishings and linen are frequently laundered.

Children develop an understanding of the importance of good hygiene during hand washing and toileting routines. Staff are good role models, ensuring they wash their hands properly and at appropriate times. Children's independence is fostered as they are encouraged to use the child-friendly toilet areas by themselves, staff discreetly observe and give help when needed. Toddlers' toilet training is calmly and successfully managed, young children responding to the staff's encouragement and the prospect of being awarded a special sticker. Babies' comfort is assured during well-organised, nappy change routines. Risks of cross-infection are minimised as a result of staff effectively dealing with the disposal of waste and any spillages.

Children's overall health needs are met because the nursery works with parents to obtain all relevant information to enable staff to provide appropriate care. Children with specific health or medical conditions are well looked after. Their particular conditions and associated treatments are understood by staff who confidently manage the children's care and maintain good communication with their parents and carers.

Children receive suitable treatment in the event of an accident or illness or if they need medication. Staff have current first aid qualifications and confidently treat children's minor injuries and illnesses as well as accessing prompt treatment for children with specific health needs. Children are protected from cross-infection as the setting has clear sickness and ill health procedures which parents are made aware of from the outset. Medication is administered in accordance with parents' wishes and to promote children's health. In general, detailed accident and medication records reflect the setting's actions and these are signed by parents. However, occasionally children's or staff's full names are not used in these records, potentially compromising the well-being of the children concerned. Confidentiality is maintained when completing records.

Babies and children benefit from regular outside play and opportunities to use a range of age-appropriate equipment in the recently refurbished well-organised outdoor area. Children confidently steer two and three wheeler bikes, scooters and wheeled toys. Babies and toddlers relish using small sturdy slides, rockers and climbing equipment. Older children appreciate the challenges of larger apparatus, climbing and balancing well. Children's rest needs are effectively met. Quieter activities give older children opportunities for relaxation. Babies and younger children settle quickly to sleep as staff follow their routines. Sleeping children are regularly checked. When they wake up, children are gently reintroduced back into the group.

Children's dietary needs are met and they are well-nourished. Snacks and meals include portions of fruit, vegetables and salad items, as well as child-friendly options. Children receive meals that have been suitably stored and are freshly prepared in the cook's small but well-managed kitchen. Babies and children enjoy their food. Portions are manageable and there is always more for the many children who ask for another helping. Staff sit with babies and children, encouraging their independent eating and socialising. Children have regular drinks, including helping themselves to fresh drinking water.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use premises that are suitable. The nursery is welcoming, clean and well-maintained. Children's overall safety is promoted by the staff's effective supervision and the appropriate use of risk assessments. Regular checks and ongoing maintenance ensure prompt action is taken to rectify any breakages or hazards. Children are safe outside because all areas are well-maintained and enclosed. Recent refurbishments to the premises have resulted in improved safety surfaces and fencing for the outside play area, and more natural light due to window replacements.

Children use a good range of high quality, well-maintained toys, furniture and equipment which are suitable for their ages and stages of development. Babies and children can help themselves to many toys as these are stored on low-level shelves or in containers. Children's well-being is promoted by the effective use of safety equipment around the nursery, including gates across door ways and stairs, covers for electric sockets and radiator guards. Appropriate checks are carried out on the nursery's fire safety and electrical equipment, and fridge and freezer temperatures are monitored daily.

Children learn how to protect themselves because a clear evacuation procedure, known to staff, is practised regularly. Children's understanding of safety issues is promoted during activities and routines, for example, staff encourage their spatial awareness, the correct use of physical play equipment, and safe movement around the building. In a reassuring environment children are encouraged to talk about their feelings and reactions to give them confidence to deal with situations where they may feel uncomfortable or unsafe.

Children are safeguarded because staff understand their role in child protection. They have a sound knowledge of the symptoms of child abuse and know what action to take if they have concerns about a child. Staff attend relevant training and can refer to information such as the setting's child protection policy and local and national safeguarding children guidance. Other procedures such as effective arrangements of children's safe arrival and departure helps to promote their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Babies' and younger children's progress and development are well-supported because staff plan appropriate activities linked to the 'Birth to three matters' framework. Children's individual developmental needs are consistently identified and supported as a result of staff's regular observations and assessments.

Throughout the nursery children take part in rewarding activities in a fun, relaxed and caring atmosphere, as staff enjoy being with the children and take an active part in their play. Babies and children, therefore, become confident and happy learners. Babies and toddlers have plenty to do and are eager to take part in activities. They love exploring different textures and materials such as paint, baked beans, spaghetti, sand and water. They enjoy songs, rhymes, books and being physically active. Like their older peers, babies and younger toddlers like being able to help themselves to many of their bright colourful toys. Babies' and toddlers' positive interactions and relationships are promoted by the staff's warm rapport, their interest in what each child is doing, and encouragement of their cooperative play.

Toddlers are happy and settled. They too benefit from the involvement of caring staff who create a reassuring, inviting atmosphere. Children appreciate opportunities for singing, dancing, imaginative play with small world toys, dressing up and role play, and to be energetic. Toddlers are keen to try new activities so, with the adults' encouragement, they are soon busily exploring the texture of shaving foam, spreading it out, making patterns, using their hands and brushes. Staff are good role models, expressing their enjoyment and coaxing less confident children to join in ensuring everyone has a lot of fun.

Young children's reasoning, choice and independence are fostered during activities and routines. For example, before creative play, adults ask children what they need to do before they start. The children confidently reply that they need to wear an apron which will stop them getting too messy. Each child then helps themselves to the one they want. Younger children are becoming increasingly competent in managing their personal care and independent eating.

Young children become skilful communicators. They enthusiastically join in songs, stories and rhymes. Children's social and communication skills are fostered by staff's conversations and questions during play and routines. The staff's friendly exchanges with children really encourage their responses and growing confidence in speaking. The adults' positive interactions also help children to develop relationships and friendships with their peers. Staff quietly observe and, where necessary, join in to ensure children's effective sharing and turn taking.

Nursery education

The quality of teaching and learning is good. Children enjoy an interesting range of planned activities that cover all aspects of the Foundation Stage six areas of learning and relate to the stepping stones. Well-planned and carefully presented activities such as a recent topic on patterns, build on and extend children's skills and understanding. Children made patterns using the computer, different paint techniques and a range of collage materials. Later they recall what they have learnt, for example, when a child describes and shows everyone the horizontal marks made on his leg by the patterns on his sock.

Children's learning is encouraged and developed at their pace. Effective assessment and monitoring procedures mean staff know children's starting points and their ongoing individual needs. Activity plans include information to help staff to promote a child or children's particular skill or aspect of behaviour. For example, children's awareness of others' feelings and their respect for each others' possessions are effectively explored during a game when different emotions are discussed, and when children talk about and play with items brought in from home. Specific activities are also planned to support or extend key skills such as children's counting, number recognition and speech.

Practical opportunities and experiences are often used well to consolidate children's learning. For example, their counting and number recognition is endorsed during an activity when children ride a numbered bike or wheeled toy into the correctly numbered 'parking bay'. Later that day children accurately count and compare the numbers of 'gold nuggets' they find in the sand. Children's emergent writing is also fostered in practical contexts, for example, when they make notes on a clipboard during a tour of the nursery to check certain items of equipment. However, children's spontaneous mark making is inhibited by not always having paper and writing materials available in the room to enable them to freely follow up their learning in this area.

Children are interested and involved in activities because their ideas are acknowledged. For example, they have really enjoyed the topic staff planned to incorporate a child's interest in

treasure. They talk excitedly about the 'treasure' they have brought in from home, search for 'silver coins' hidden around a nursery room, make treasure boxes, and dress up as kings and queens.

All children progress well because staff are actively involved in their play and learning. Adults ensure activities are rewarding and extend children's thinking and ideas. For example, a new topic 'on/off' is introduced well. Children and the nursery manager examine and talk about a selection of battery operated and wind-up equipment such as torches and fans, which have different types of switches. This is followed by a walk around the nursery when children enthusiastically identify equipment with an on/off switch or button. Each item is operated by the manager and children comment on whether it is working or not, making 'notes' on their individual clip boards which they then tell the nursery's maintenance manager about. Later children spontaneously apply their knowledge as they find other equipment with switches and use the words 'on/off' to describe their actions, for example, when using the balance beams.

Children often express themselves well. They draw and paint creatively and act out their ideas during imaginative play. Children contribute to discussions, readily responding to the staff's often probing questions as well as confidently asking their own. Children use descriptive language as they talk about emotions, to explain their ideas or to recall past events. They enjoy well-told stories and join in discussions about the characters and the plot. Children are encouraged to listen attentively and to take turns in speaking during discussions. This helps less confident children to join in and fosters positive relationships within the group.

Helping children make a positive contribution

The provision is good.

Every child is helped to achieve their potential because the nursery seeks information to ensure staff are well-informed about each child's care needs, characteristics and interests. For example, parents complete an 'All about me' booklet when their child joins the nursery. This helps staff to get to know each child and to provide appropriate activities and experiences to help them settle and progress.

Children with specific health needs benefit from the staff's calm confidence in managing the different aspects of their care. Children with learning difficulties and/or disabilities are effectively looked after. The setting's assessment procedures and close contact with parents ensure any concerns are promptly identified and that suitable strategies are agreed to support children's progress at their pace. The manager and staff confidently work with parents and other agencies in order to achieve this.

Children's spiritual, moral, social and cultural development is fostered. The setting's positive equal opportunities policy focuses on promoting inclusion and diversity, and the nursery's main aims are for children to be comfortable, confident, considerate to others, and to contribute to the setting. These aims are reflected in practice. Staff help babies and children to take a full and active part in all nursery experiences, encouraging those who are less able or confident. Babies and children's positive relationships are consistently fostered, their interests, views and choices are welcomed, and their efforts and achievements are celebrated. For example, a child's interest in 'treasure' is followed up by the manager and staff. When he brings in a toy treasure chest, the adults plan a topic around this. Children bring in their own 'treasure', creating opportunities for everyone to appreciate items that are important to individual children. They work and play together during enjoyable activities linked to the theme. At the end of the topic the children and manager discuss what they have done and how they enjoyed the different

activities. They then record their findings, which are displaying for parents to see. As a result, babies and children feel valued, they have positive self-esteem and relate well to their peers and adults.

Children learn about aspects of wider society through enjoyable activities and using worthwhile resources depicting positive images of race, culture, disability and gender. For example, as part of Chinese New Year celebrations, all children in the nursery have opportunities to appreciate the colourful artefacts displayed around the premises. They make lanterns, try Chinese food and look at different ways of writing. Children's own backgrounds are acknowledged, including supporting their home languages. Younger children's individual pictorial family book helps staff to get to know babies and toddlers. Looking at and talking about the pictures reassures children and helps them to settle.

Children's positive behaviour is promoted. They are well behaved as they know what is expected of them. Children's attentive listening, taking turns, sharing, and being polite are all encouraged. Children have opportunities to talk about feelings, describing what makes them feel happy, sad or angry. Their efforts are praised and achievements acknowledged. Staff are confident to remind children about desired behaviour, for example, to ensure every one can enjoy a group discussion or move around the nursery safely. Should children misbehave, staff explain clearly so they understand why their actions or words are not appropriate.

Children's overall care and welfare benefits from positive relationships established with their parents and carers. Parents are well-informed about how the setting is managed and organised as a result of good settling in arrangements, including visits, and because they are given comprehensive, helpful information about the nursery. Children's needs are met as parents are able to express their wishes regarding their care through written agreements and discussions with staff. Thereafter, parents really appreciate regular exchanges with staff about their children's activities and routines. They also have opportunities for formal discussions about their baby's or child's progress. Comprehensive newsletters, information on notice boards, and displays around the setting all help parents to keep up to date regarding life in the nursery and their children's topics and activities. Parents' views are encouraged, for example, through the comments and suggestions' scheme, and a complaints procedure is part of the policy pack shared with them. Children benefit from their parents being able to contribute to the life of the nursery, for example, by talking about an interest or skill with the children, attending special events such as sports day, or assisting with the setting's charity fundraising.

Partnership with parents and carers is good. Children's learning and progress are enhanced by their parents' involvement. They are well informed about the Foundation Stage and how the nursery promotes children's learning and progress in the six areas of learning. Parents are encouraged to support their children's learning at home and to provide items for topics and activities. They are kept up to date about topics as plans and topic reviews are displayed. Parents are warmly welcomed and feel comfortable to stay whilst their child finishes an activity. Their views about their children's skills and interests help staff to plan for their child's further development, and the manager talks to parents about ways they can follow up certain activities at home. Parents support their children in providing resources such as boxes for modelling or bringing in items for topics.

Organisation

The organisation is good.

Children's welfare is safeguarded because the setting's robust recruitment and vetting procedures ensure staff's suitability, and effective induction and regular training programmes support the adults' professional development. Children receive good care as staff work well as a team. They are well qualified, capable, well-organised and support each other. Children are settled and reassured because child care staff and the nursery's cook are kind, approachable and caring. Children benefit from the consistent involvement of their key worker and also from contact with the other members of staff. As a result staff, children and families all know each other well and the atmosphere is relaxed and welcoming.

Babies and children benefit from enjoyable, smoothly run activities and sessions. Staff plan and organise a good balance of free choice and focus activities and outside play. Babies' and children's care and play is enriched by their inviting surroundings and access to stimulating resources, toys and equipment.

Children's health, safety and welfare is promoted by generally effective record keeping so that all required information about them, including their parents' written agreements, are retained securely on the premises. Children are cared for safely because accurate records of their attendance are maintained, and also of staff and visitors. Staff have access to all relevant information to help them in their work as the operational plan and all required policies and procedures are in place and reviewed regularly. Parents are well informed about the setting's operational arrangements as the setting's aims and operational plan are made available to them as part of their introduction to the nursery, and they are encouraged to access this information at any time.

The leadership and management of funded children is good. Children's nursery education is supported by an effective staff team who are ably led by the nursery manager. They understand the intentions of the Foundation Stage, and are receptive to children's ideas and needs. The provider's and manager's vision for children is to be stimulated and challenged by their nursery education, and to develop skills and confidence in all areas of learning, is achieved through well planned, rewarding topics and activities. Children's nursery education is consistently of good quality and helps them to make good progress. The manager and staff ensure the nursery education programme covers all areas of learning, reflects children's needs and interests, and is consistently evaluated to ensure activities are worthwhile and appropriate. Children's learning is also effectively supported by the setting's commitment to improvement. Recent refurbishment of the outside play area has enriched all children's play and learning and provided three and four-year-olds with regular opportunities to safely extend their physical skills and other aspects of their development. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to recommendations relating to the accuracy of attendance, medication and accident records, the safety of water temperatures in children's toilet areas and staff's promotion of good hygiene practices, and improving consistency in behaviour management.

Children's health and safety are supported by generally effective accident, medication and attendance recording. However, occasional omissions to accident and medication records potentially affect children's well-being and this remains an area for improvement. Children's

safety and hygiene are supported by consistent monitoring of hot water temperatures, and because staff are scrupulous about their own hand washing. They also ensure all surfaces are clean and that towels, cloths and linen are regularly laundered. Children's good behaviour and relationships are promoted by the staff's consistent calm behaviour management and involvement in their activities.

At the last nursery education inspection the provider agreed to key issues relating to improving staff's understanding of behaviour management strategies and their knowledge of the Foundation Stage, including the use of assessment procedures to support children's progress. Children concentrate and learn effectively because the manager and staff ensure they behave well. Three and four-year-olds are lively but the manager and her colleagues successfully keep them focussed and involved during discussions and activities. Staff are confident to explain the consequences of any distractions or inappropriate behaviour. Each child's learning and progress is promoted by staff who are developing a sound understanding of the Foundation Stage due to their increasing involvement in planning and assessment and attendance on good practice sessions. Children's progress is consistently monitored and planning and activities reflect their individual needs.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 good.

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):

- improve accident and medication records to ensure children's and staff's names are always completed in full.

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):

- provide more spontaneous opportunities for children to practise their mark making and emergent writing.

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