

The Kiddies Day Nursery

Inspection report for early years provision

Unique Reference Number	205441
Inspection date	28 January 2008
Inspector	Rachel Wyatt
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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

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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 1989. It is privately owned and managed. It operates from a detached house on the eastern side of Kidderminster town centre, and is close to the railway station and main road links. Access and parking for parents dropping off and collecting children is from the rear of the building. There are separate areas for babies, toddlers, pre-school and the out of school club. The Kids Klub provides before and after school care, and holiday activities for school age children. Transport is available to take children to and from local schools, and for outings. Freshly cooked meals are prepared on site. The setting serves the local area and has a sister nursery in Stourport. A maximum of 45 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. There are enclosed gardens and outdoor play and activity areas for children on three sides of the building.

There are currently 52 children from three months to 13 years on roll. Of these, 20 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.

Eight full-time staff work with the children. All staff have early years and/or play work qualifications to National Vocational Qualification level 3. The nursery also employs staff responsible for administration, maintenance and catering. The nursery has its own training and assessment centre. It receives support from the local authority and is represented at local early years' partnership meetings and providers' forums. The setting belongs to the National Day Nurseries Association (NDNA).

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 is warm and clean. Staff follow the setting's effective procedures to ensure all areas are maintained in a clean and comfortable condition for babies and children throughout the day. Children's bed linen and towels are laundered regularly.

Children's health needs are met because the group works with parents to obtain all relevant information, including seeking parents' consent to obtaining treatment for their child in an emergency. Parents are encouraged to keep the nursery up to date regarding their child's care routines, diet and health.

Children receive suitable treatment in the event of an accident or illness. Staff have current first aid qualifications and ensure they can readily access first aid items whilst on and off the premises. Appropriate accident records are maintained and shared with parents. Parents are promptly advised of any issues relating to their children's health and are aware of the setting's sick children's procedures. This ensures parents and the nursery work together to minimise the risks of cross-infection if children are unwell. Children's health is generally supported by the setting's medication procedures but at times medication records lack detail, in particular regarding staff's and parents' signatures, which potentially effects children's well-being.

Children develop an understanding of good hygiene. They become increasingly independent in managing their self-care, talking about the importance of effective hand washing in order to get rid of germs. Younger children's toilet training is introduced at the appropriate time in agreement with their parents. Babies and young children's comfort is assured through regular, sensitively managed, nappy change routines.

Children are developing an awareness of how their bodies work and the importance of physical exercise and fresh air. They take part in regular indoor and outside physical play. Toddlers and pre-school age children enjoy using the swings, balance beams, slides and different climbing equipment. School age children confidently use the more physically challenging apparatus at the nursery. During the holidays they take part in various activities such as swimming, different types of adventure play and go on walks, for example, on the Malvern Hills. Babies and younger toddlers develop confidence in movement using age-appropriate equipment. Low-level furniture and sturdy toys help babies to become confident in standing and walking. Babies and children's sleep needs are also effectively met. Staff follow babies' settling and sleep routines, and older children relax during quieter activities.

Children are well-nourished. They eat varied, freshly prepared snacks and meals which take account of their stage of development and dietary needs, and introduce them to different

tastes. Children talk about healthy foods, for example, when making food for a party as part of the current topic and when they create their own posters depicting healthy options.

Food preparation and storage areas are well-organised, clean and safe. Babies enjoy relaxed feeds and the youngest children sit together for snacks and meals and are becoming increasingly adept at feeding themselves. Toddlers and pre-school age children help themselves to drinks and help to pass around food. They are independent eaters, using child-sized cutlery. Drinks of water are freely available. Most mealtimes are relaxed and enjoyable with staff helping babies and children. Occasionally the organisation of snack times means that older toddlers are not so well-supported by adults, and there are delays in giving some children their snack.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use premises that are suitable; they are welcoming, clean and well-maintained as a result of planned maintenance, including redecoration and replacing carpets. Children are cared for in a safe, secure environment. The outside play area is fully enclosed. Children's movement around the premises and their use of apparatus are effectively supervised. The arrival and departure of all visitors, including parents and carers dropping off and collecting children, are carefully monitored. Regular checks, appropriate risk assessments and the use of safety equipment all help to minimise hazards.

Children use a good range of high quality, well-maintained toys and equipment which are suitable for their ages and stage of development. Babies and children all appreciate being able to choose some toys themselves from safe low-level storage units.

Children learn how to protect themselves from harm in different situations. They take part in practice emergency evacuations. During play and routines children learn about safe behaviour such as how to use physical play equipment correctly and to be aware of others playing nearby. Children help to keep play areas free from hazards when they assist with tidying up. School age children, who go on outings in the holidays, are sensitively prepared for situations such as becoming separated from the group. Children enjoy outings because these are both interesting and well-organised. Staff ensure venues are safe and suitable, including reviewing each location's risk assessment. Children are safely transported on outings, and to and from local schools.

Children are safeguarded as adults understand their role in child protection. They have a sound knowledge of the symptoms of child abuse and what action to take in the event of any concerns about a child. Close liaison with parents, regarding any incidents or accidents at home or in the setting, helps everyone to work together to promote children's well-being. In a safe and reassuring environment children are sensitively prepared for managing different, and sometimes difficult, situations. For example, they are encouraged to describe feelings in different contexts and they discuss how to behave sensibly and safely during walks and outings.

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 and provide appropriate activities linked to the 'Birth to three matters' framework. Babies' and children's progress is consistently recorded. They are settled and enjoy their play because they have opportunities to freely explore materials and discover their environment. They love playing with paint, dough, sand, water and investigating different textures such as cooked spaghetti,

shaving foam and 'slippery' silk. Babies and toddlers can help themselves to different toys. Babies like to investigate treasure baskets and older toddlers are fascinated by the workings of items such as cameras they can help themselves to from low-level storage units.

Younger children's imagination and creativity are fostered. Painting sessions are well-organised so that babies and children can fully explore the colours and textures without any concerns about them getting a bit messy. Children like mark-making, creating collages and making models from recycled materials or construction toys. They enjoy playing with small world toys and figures, dressing up and caring for dolls.

Young children become skilful communicators and develop relationships as adults encourage their interactions. Babies are content and are often absorbed in their play because adults sit down and talk to them. Babies and young children are generally well-supported as they play alongside or with another child, staff gently encouraging sharing and turn taking. Toddlers usually listen and respond to stories, songs and rhymes but some mixed-age group sessions are not organised to enable the youngest children to realise they are included, so they lose interest.

Older children attending before and after school or in the holidays take part in enjoyable activities. Their views and choices are encouraged and they appreciate the opportunity to relax after school. Holiday time sessions offer a wide variety of games, team challenges, cooking sessions and craft activities at the nursery, plus exciting off-site visits. These include swimming, ice skating, challenging physical and adventure play activities, trips to nearby parks and walks in different locations.

Nursery education

The quality of teaching and learning is good. Children benefit from an interesting range of planned activities that cover all aspects of the Foundation Stage areas of learning and relate to the stepping stones. Topics such as 'All about me' and 'Birthdays', are interesting and relevant. Children's individual needs are understood as a result of consistent assessment of their progress, and the ongoing evaluation of the effectiveness of activities. Plans and activities are adapted to take account of those children who need additional support or more opportunities to repeat an activity or extend a skill. For example, more able children's reasoning and problem solving is effectively fostered in practical ways such as working out 'one more' or 'one less' when making birthday cake 'candles' from play dough. The Foundation Stage supervisor is particularly confident in adapting her teaching, questions and explanations to cater for children's differing abilities. Other staff generally effectively promote children's involvement and understanding. However, sometimes the organisation of songs and story times inhibits children's attentive listening and ability to contribute.

Children are confident and generally purposeful learners. They are eager to take part in activities and readily make choices about what they want to do, choosing books, activities and games. During physical activities they enthusiastically and competently climb, slide and balance, using a range of equipment. They really enjoy new experiences such as opportunities to develop their ball control and spatial awareness during a popular training session with members of the local football team.

Children clearly express their ideas during art and craft, and role play. The current topic on 'Birthdays' has captured their imagination. Children draw their ideal birthday cake featuring such diverse subjects as dragons and fairies. They then correctly identify and glue the appropriate

number of candles onto their picture. Children help to prepare food for a party, where they have their faces painted and take part in different party games. Later in the birthday theme role play area they re-enact these preparations.

Children are interested in how things work and fit together. They really enjoy making models, talking enthusiastically about their creations. Children making transformers from construction toys, keep changing their models' structure in keeping with characteristics of the machines they are replicating. Children enjoy growing plants and bulbs and observing changes in nature, for example, when they monitor chrysalis changing into butterflies. An appropriate range of books and resources support their awareness, such as puzzles featuring the life cycle of a butterfly and a frog.

Children have positive relationships. They get on well with their peers and with adults. They chat easily to each other whilst they play, and usually take turns and share well. They are often helpful. Children confidently express their wants and needs and enjoy taking part in discussions, describing their experiences or recalling aspects of a story. They sing with enthusiasm.

Helping children make a positive contribution

The provision is good.

Every child is helped to achieve their potential because the nursery obtains information about their health, diet and care as well as details about their interests, characteristics and preferences. This helps staff and parents to work together to ensure children are well cared for and settle quickly. Children with learning difficulties and/or disabilities have appropriate support. The nursery's effective assessment and monitoring procedures ensure any concerns about a child's progress are promptly identified, and key staff are confident to organise and plan activities and routines which cater for individual children's needs. Children's home languages are valued. For example, the nursery collates a personal photographic record of a child's activities with descriptions in his or her home language and in English. The child can have their own copy as well as everyone enjoying these books in the nursery.

Children's spiritual, moral, social and cultural development is fostered. In accordance with the setting's positive equal opportunities and behaviour management policies, children are encouraged to be polite, kind and respectful. The nursery's rules are displayed and discussed in ways children understand. Their good behaviour and positive attitudes are reinforced during play and activities. For example, praise for their efforts develops children's self-esteem. A well-chosen story helps them to appreciate the importance of valuing others as individuals and to avoid unkind remarks if someone is less able than themselves. Babies and children are encouraged to play together and to share toys. Throughout the nursery children are encouraged to be helpful and many willingly tidy up and assist with small tasks.

Children develop positive self-esteem and confidence. They views about what they want to do and their ideas are often encouraged, for example, older children contribute to their out of school club newsletter. Children enjoy discussing their families and homes, and seeing photographs of themselves displayed in the nursery. The topic on 'Birthdays' enables older toddlers and pre-school children to reflect their experiences, for instance in their role play and artwork. Children find out about aspects of other people's lives and culture during activities, for example, during Diwali and Chinese New Year and from using books and toys reflecting positive images of diversity. Children also develop an appreciation of the local and wider community by taking part in the nursery's many fundraising events in aid of different charities.

Children have their needs met well. Their parents are well-informed about the nursery as a result of good settling in arrangements, so that children become familiar with their surroundings whilst their carers find out more about the setting's organisation, routines and activities. A welcome letter and helpful starter pack, including comprehensive guidelines, gives parents additional information about the nursery. From the outset they are encouraged to share information about their child, for example, by completing the 'All about me' record.

Children's ongoing care and learning is supported by effective communication between staff and parents, for example, about children's activities and routines. Regular newsletters, pictorial displays and additional written information on the premises' notice boards keep parents up to date regarding forthcoming topics, the staff who work with the children, the nursery's procedures, special events and other relevant early years matters. Parents are encouraged to participate in the life of the nursery such as attending special events. They contribute to charity fundraising and attend social events.

Children are safeguarded because a complaints procedure is in place which includes Ofsted's contact details, and an appropriate record is maintained of previous complaints. Parents are encouraged to express their views about the nursery and staff. There is a suggestions' scheme and opportunities to give written feedback on aspects of the provision such as activities provided for older children during the school holidays.

Partnership with parents and carers is good. Children's learning is effectively promoted as their parents are given helpful information about the Foundation Stage areas of learning and how different activities help children to progress. Details of the current topic and associated activity plans are displayed, as well as photographs illustrating children's different activities. Parents sometimes provide items for topics, or resources such as recycled materials. Parents appreciate the staff's informal feedback about what their children have been doing, and they are encouraged to make appointments to come in and see their child's progress record at any time. Before children leave to go to school their parents are invited to come in to see and discuss their child's transfer document.

Organisation

The organisation is good.

Children are safeguarded because of the nursery's effective recruitment and vetting procedures. New staff take part in an in depth induction and review programme which introduces them to all aspects of the nursery. All staff working with the children have relevant early years qualifications. They regularly take part in training and good practice sessions which ensure everyone is up to date with different aspects of children's care and education. Staff responsible for administration, maintenance and catering are often involved in these training sessions.

Children receive good care; they settle well and usually enjoy their play and activities. They use inviting toys and equipment. Staff with supervisory responsibilities ensure children's care routines and play sessions are enjoyable and run smoothly. Most staff confidently carry out their duties. However, occasionally children are not fully supported as some adults do not clearly agree roles when, for example, working with a mixed-age group of toddlers and pre-school children. The setting does have a clear vision of its strengths and areas for improvement as the provider and senior staff consistently monitor and evaluate the effectiveness of the provision. Staff are involved in this process, for example, contributing to evaluations of activities and topics, and they are encouraged to develop personal action plans after attending training sessions.

Children's care and welfare is supported by documentation as relevant information and consents are obtained from their parents. Records are securely stored, confidentiality is maintained and most documents are fully completed. The smooth running of the nursery is supported by the owner and staff's access to relevant policies and procedures which are regularly reviewed. The setting's management and organisation is explained to parents in practical ways through the part-pictorial and written aims and objectives record, and displays around the premises, for example, depicting the staff, their roles and qualifications, or the types of activities children are involved in.

The leadership and management of funded children is good. Children make good progress and enjoy varied activities. They become confident learners in line with nursery's overall aims for them. The nursery owner ensures staff access in-house and external training which focuses on aspects of the Foundation Stage and effective assessment procedures. Children's learning and progress is ably supported by the pre-school supervisor. She understands how children learn, confidently plans and organises interesting activities, and monitors their progress. She is a good role model for colleagues, but they are not always as confident in managing activities, particularly those involving the whole group, resulting in children at times losing interest.

Ongoing evaluations of the nursery education programme ensure that children's individual needs are accommodated and the results of previous activities are taken into account when organising topics. The nursery's commitment to improvement enriches children's play and learning. For example, three and four-year-olds' physical skills and confidence have been enhanced by developments to the outdoor and indoor physical play provision. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to recommendations relating to out of school club staff qualifications, the deployment of staff, arrangements for checking on sleeping children and for older children to have a rest, and improving hand washing procedures. Children's play, care and safety are supported by improvements in these areas. The manager of the out of school club has a level 3 play work qualification and colleagues, who regularly assist him, have added a level 2 play work qualification to their level 3 early years qualifications. Staff are suitably deployed to ensure ratios are met, including at break times, and so that unvetted staff are supervised. Sleeping children are checked regularly and older toddlers and pre-school age children have opportunities to relax, for example, during quiet activities, meals and story times. Children's health is promoted as a result of their own and the adults' appropriate hand washing routines.

At the last nursery education inspection the provider agreed to key issues regarding improving opportunities for children to choose their own resources, direct their own learning and access information technology; providing sufficient challenge for more able children; developing assessment and planning to more effectively promote children's individual needs, and to improve information given to parents about children's daily activities.

Children's learning and progress is more effectively promoted as a result of improvements. Within the daily routine children have opportunities for choice. During free play sessions they decide what they are going to play with, and children are often asked to select a story or song. During activities and play, children confidently express and develop their ideas. For example, during a whole group construction activity, each child creates their own individual model, including some 'transformers' which do change shape, and a 'house' with many individual

features. Children support their own learning when using the computer, and also learn about other aspects of information technology during topics or when investigating how equipment such as tape recorders and cameras work. Children are given appropriate challenges as their individual learning needs are understood and reflected in activities, as a result of effective links being made between assessment, planning and the outcomes of evaluations of children's responses to activities. Parents are aware of the types of activities their children are involved in as topic and activity plans are displayed, and children regularly bring home examples of their work.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. Concerns were raised about the care of children when they were ill, changes to the premises being carried out whilst children were present, and the handling of parents' concerns. These concerns relate to National Standards 6 (Safety), 7 (Health), 12 (Partnership with parents and carers), and 14 (Documentation). In October 2006 Ofsted carried out an unannounced visit to the nursery to investigate the concerns. Ofsted is satisfied that the nursery followed appropriate procedures regarding children's health and safety as stated in the National Standards. However, procedures for dealing with complaints were not in line with changes in legislation and as a result an action was raised. The provider updated the written complaints procedure and made sure the information was readily available to all parents. Ofsted was satisfied that by taking these steps the provider 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 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 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 medication recording by ensuring staff and parents always sign consent and dosage records
- improve the organisation of toddler and pre-school children's snack times and whole group song and story times to ensure children are effectively supported, and that their safety, well-being and enjoyment are fully promoted (also applies to nursery education).

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):

- continue to improve staff's awareness of the intentions of the Foundation Stage and how children learn to ensure consistency in the quality of teaching, and further develop staff's input in the planning and organisation of activities.

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