

Kinderkare MCS

Inspection report for early years provision

Unique reference number	EY372013
Inspection date	04/03/2009
Inspector	Julie Neal / Christine Slaney
Setting address	Victoria Park Road, Exeter, EX2 4NU
Telephone number	01392 494919
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kinderkare Day Nursery is part of a chain of private day nurseries. It is situated at Magdalen Court School, an independent school in Exeter. The nursery has been operating under its current ownership since 2008. The nursery is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. The setting may provide care for up to 120 children, aged from three months to eight years in the nursery and out-of-school provision. Of these, 100 may be in the early years age range. There are currently 92 children on roll, of which 82 are in the early years age range. The setting supports children for whom English is an additional language. Staff have experience of supporting children with learning difficulties and disabilities. Nursery children use a set of nine rooms, including a sleep room, with associated toilet, office and kitchen facilities. Children attending out-of-school provision use some of the nursery facilities, as well as three rooms in the school. The nursery has its own enclosed outdoor area, and older children use the school playground for outdoor play. There are 17 staff working directly with children, including 12 with relevant childcare or teaching qualifications, and five who are working towards qualifications. The provision is open from 07:30 to 18:00 on weekdays, throughout the year, except Bank Holidays. Overnight care is not provided.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children benefit from the staff team's very good understanding of their individual needs, which ensures that all aspects of their welfare, learning, and development are promoted well. Strong relationships with parents and carers ensure staff are well informed regarding any specific needs children may have, and are therefore able to plan and organise activities and routines effectively to ensure these are met. The setting's effective processes of self-evaluation are used well to inform ongoing plans for development and improvement, in order that children receive good quality care, and stimulating learning experiences.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide more opportunities for children to explore books, text and information in a range of meaningful situations, for example during cookery activities, role play, and while exploring and investigating the natural world
- further support children's health and wellbeing by ensuring that food being transported from the kitchen to other areas of the nursery is suitably covered, thereby maintaining hygiene and ensuring meals remain at the appropriate temperature to be enjoyed by children.

The leadership and management of the early years provision

Children enjoy a well organised environment where they are cared for by a knowledgeable staff team. The strong emphasis on individual training and development ensures staff remain skilled and enthusiastic. Robust employment procedures ensure children are cared for by suitable adults, and very good induction systems provide new staff with excellent support. For example, established staff members mentor new colleagues and support them as they get to know children and gradually take on key-working responsibilities. All regulatory documentation is in place, and, overall, policies and procedures that support children's care are clear, provide suitable guidance for staff, and are shared with parents. However, some procedures are generic to the group of nurseries owned by the provider and in some instances references are made that do not relate to this setting; this has been identified by the management team as an area for improvement.

Systems of self-evaluation are good. The setting's evaluations of what they do are thoughtful and show insight into areas of strength and weakness. They have made good use of the Ofsted self-evaluation form to focus their thoughts and ideas, and have set realistic and achievable targets for improvement. Initially undertaken by the management team to identify and make action plans for key areas of improvement, evaluation of the provision has now been extended to include all staff, and input from parents is encouraged. For example, team meetings are used to focus on areas of practice and to encourage discussion amongst the team; parents' views have influenced how daily information regarding their children is presented to them. Parents and carers are welcomed in the setting and staff develop strong relationships with them. This results in very effective sharing of information regarding children, their individual needs, and their families' cultures and traditions.

There are very clear procedures in place to ensure children are safeguarded in the setting, these are implemented well by staff and shared with parents. Children are protected by the staff team's good knowledge of issues that may give rise to concerns regarding abuse or neglect, and their understanding of their responsibility to take action in order to safeguard children in their care.

The quality and standards of the early years provision

Children enjoy a wide variety of activities that promote their learning and development well, and they make consistently good progress in all areas. Staff ensure they have a good understanding of each child's individual starting point, using information from parents combined with their early observations of children. All children have individual plans which clearly identify their next steps in learning and development, and these are linked to the early learning goals. Staff plan well throughout the nursery to ensure that, overall, children have access to activities and resources that are stimulating and engage their interest, both in adult led and child initiated activities. For example, babies enthusiastically explore strategically placed treasure baskets that contain an excellent variety of objects and materials

that encourage sensory exploration; staff engage very well with them as they feel the shapes and textures of object. Older children have developed a wormery and they thoroughly enjoy checking on the worms and discussing them with staff, who ensure that there is plenty of room for all children who wish to be involved in looking at and holding the worms. Activities generally provide children with opportunities for learning and development in all areas. However, there are occasions when staff do not use resources effectively in order to extend children's learning. For example, children make little independent use of books in play, and staff do not make use of opportunities that arise in activities to encourage children to become familiar with them, such as following recipes in cookery, and looking up objects from the nature table. Systems of monitoring children's progress in learning and development are most effective, with staff using their good observations of children to keep these up to date, and therefore providing an accurate reflection of children's progress.

Children's health, safety, and wellbeing are promoted well. Children are safe and secure, with access to the provision strictly monitored. Risk assessments are very thorough and cover all aspects of the setting. These are regularly reviewed and updated. Children take part in practising emergency evacuation procedures in order to learn how to be safe in the event of a fire, and they learn simple safety rules such as not to run indoors in case they hurt themselves or a friend. Health promotion with children is good. Children learn from an early age the importance of washing their hands, and they help themselves to tissues when needed. Staff support and encourage them well as they learn to be independent in managing their personal hygiene needs. Meals and snacks are supplied by the nursery. These are nutritious and varied, and ensure children receive a good balance of fresh fruit and vegetables. Individual dietary needs are recorded and displayed in the kitchen where staff can easily make reference while preparing food. Mealtimes are used well to promote social skills, with opportunities for children of different ages to spend time together. Food is presented invitingly. However, plates of food are not covered prior to being carried to different areas of the nursery. This undermines the otherwise good hygiene practice demonstrated in the setting, and means that some children may receive food that is not of a palatable temperature.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been 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.