

Kids Planet

Inspection report for early years provision

Unique reference number	EY379750
Inspection date	16/02/2009
Inspector	Michele Anne Villiers
Setting address	Kingsway Learning Centre, Victoria Road, WIDNES, Cheshire, WA8 7QY
Telephone number	0151 2577079
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

Kids Planet Day Nursery is one of two nurseries run by Kids Planet. It opened under the current owners in 2008 and operates from four rooms in a purpose-built building within the Kingsway Centre. Children have access to an enclosed outdoor play area. The nursery is situated in South Widnes, Cheshire. It is open each weekday from 07.30 to 18.00, all year round.

The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 80 children aged under eight years may attend at any one time. There are currently 153 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with learning difficulties and/or disabilities.

There are 26 members of staff, 24 hold appropriate early years qualification to NVQ level 2 or 3, and two are working towards their qualification. The manager is working towards the Early Years Professional Status (EYPS). The nursery is in receipt of funding for the provision of free early education to children aged three and four.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff are knowledgeable about each child's individual needs and children are confident, happy and progress well in all areas of their development. The strong partnership with parents and other supporting agencies contributes to the nursery providing an inclusive environment. Children are safe and secure and most health and safety measures are in place. Monitoring of the provision by the manager and staff team is conducted through regular meetings and discussions, and a more robust self-evaluation system is being implemented in order to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the use of self-evaluation to effectively monitor the provision and include the views of parents
- continue to develop effective systems to assess the children's achievements and use the information to identify the children's next steps towards the early learning goals
- ensure equipment is clean and hygienic especially in relation to the milk kitchen fridge.

The leadership and management of the early years provision

The manager and staff work well as a team and are focused on helping all children make good progress in their learning and development, and promoting their welfare. Children are safeguarded as staff have a good understanding of child protection issues. There is a robust system in place to prevent unknown persons from entering the building, and comprehensive risk assessments help to minimise any hazards to children. The premises are on the whole suitably clean and maintained. Staff pay good attention to hygiene when changing nappies, and on entering the baby room outdoor shoes are removed or covered, in order to prevent the spread of infection. However, the fridge in the milk kitchen is unfit for purpose and requires attention to minimise the risk of infection.

There are many well written policies and procedures with good organisation of documentation for safe and efficient management. All staff are vetted and on-going training is encouraged. The manager supports the team well and uses team meetings and staff views to monitor the provision and identify targets for further improvement. Self-evaluation forms have recently been introduced and it is recognised that this is an area for improvement. Parents are kept well informed about the provision, their children's daily routine and the educational programme. They receive regular newsletters, and may chat to staff at any time. There is a wealth of excellent information displayed throughout the nursery, such as photographs, posters and leaflets about play activities. Parents may express their views through questionnaires and a suggestion box, and parent evenings enable them to meet with key workers. The provision also works closely with other services, such as speech therapists and physiotherapists in order to promote a fully inclusive environment, and high regard is given to recognising children as individuals.

The quality and standards of the early years provision

Staff support the children well and give excellent attention to their needs, skilfully intervening and motivating their learning with enthusiasm. Each play room is attractively organised with stimulating and challenging play opportunities. A wealth of children's art work and photographs are displayed throughout the nursery, providing children with a strong sense of belonging. Staff use planning well to provide a good balance of adult-led and child-initiated play, based on the children's interests. Various props are used to enhance the children's imagination and creative thinking, such as large cardboard boxes for role play, sections of drain pipes and guttering in the outside water play, and different textured sand with added glitter, sequins, and colourful strands of paper.

The good key worker system plus close partnership with parents enable staff to become familiar with individual children's needs. Parents complete initial profiles about their children's likes and dislikes, and contribute to planning with written information about specific events and activities at home. Staff use observation to identify the children's level of achievement and have started to introduce new systems for recording their progress towards the early learning goals, using

photographs and written captions to identify the children's next steps. However, the information is not always clearly evaluated and linked to planning.

Children are happy and enjoy their play. Babies and toddlers develop good concentration playing with interactive toys and exploring treasure baskets of different textured materials. They learn to share and be kind to each other, and the children's independence is very much encouraged. Young children help themselves to toys and older children confidently pour their own drinks at lunch time. Staff constantly talk and listen to children, fostering their communication skills. Babies imitate sounds and toddlers show an interest in books, looking at pictures and listening to stories. Children enjoy singing songs, and there are many written words and captions. Children in the preschool room create their own storybooks with drawings and writing, fostering their early literacy skills, and young children mark-make in the sand, making patterns and shapes.

During play children learn to count and calculate, developing mathematical skills. They explore matching groups of objects and recognise numerals. Outside, children investigate water and discuss the water flowing down the gutter and through the drain pipe. Free access to a computer and toy calculators and phones help children to learn about every day technology. Children are encouraged to respect differences and in the preschool room they have an excellent range of toys reflecting different culture, race and disability, these are shared with other children. They use their imagination well, excitedly setting up tea parties for the dolls and making dens. They explore sound, banging saucepan lids together and listening to outside wind chimes. Children also have access to a well equipped sensory room within the building. The children's health is promoted well. They have nutritional meals prepared by the cook, and play outside daily. Children practise climbing and balancing and have weekly 'Twist and Shake' exercise sessions with an outside tutor. Children learn about safety with visits to the local fire station, dressing up as people who help us, and visits from the road safety organisation. During role play children discuss wearing oven gloves to protect their hands from burning, and leaflets are also available for parents on 'Safety and your child'.

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?	3
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.