

Kids Planet Day Nursery

Inspection report for early years provision

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Inspector Susan Patricia Birkenhead

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Kids Planet Day Nursery was registered in 2009 and is one of four settings privately owned by a limited company. The nursery operates from a converted medical centre in the Lymm area of Cheshire. Children are cared for within six rooms located on two floors with no lift access. There is a secure area available for outdoor play. A maximum of 121 children aged three months to eight years may attend the setting at any one time. The setting is open five days a week from 7am to 7pm all year round except for bank holidays. The before and after school club is open each weekday during term time from 7am to 9am and from 3.15pm until 7pm and may accommodate 23 children. A holiday club operates full days when there is sufficient demand for this service open from 7am to 7pm. Children attend from the local community and surrounding areas.

There are currently 111 children on roll, of these, 111 are within the Early Years Foundation Stage and eight children receive funding for nursery education. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children who speak English as an additional language.

The setting employs 18 members of staff including the manager, of these, one has Early Years Professional Status, three have Qualified Teacher Status, 14 staff are qualified to level 3 in early years and two staff are qualified to level 2. The remaining two staff are working towards a recognised early years qualification. In addition, the setting employs a cook and two administrators. The setting receives support from the local authority early years advisory team and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content within a secure, welcoming and inclusive environment. The clearly confident and motivated staff team have a very good understanding of the Early Years Foundation Stage. As a result they meet the children's welfare and learning and development needs extremely well and provide excellent opportunities to enable them to make good progress towards the early learning goals. Excellent procedures for exchanging information with parents and carers ensure very effective relationships develop, and positive links with other providers complement the delivery of the Early Years Foundation Stage. Through the effective leadership and robust systems of self-evaluation a strong commitment to the continuous improvement of the setting is clearly demonstrated.

What steps need to be taken to improve provision further?

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

- review the procedures for sharing information regarding children's allergies to ensure confidentiality is respected
- further extend the details in the daily attendance records to consistently reflect the names of the children's key workers
- review and extend opportunities for children who speak English as an additional language to further support their learning.

The effectiveness of leadership and management of the early years provision

Children are positively safeguarded because staff have a very clear understanding of the indicators of abuse and the procedures for reporting concerns. The robust procedures for the recruitment of staff ensure their suitability. Staff attend safeguarding training and disseminate information to others during regular meetings held. High priority is given to children's safety, through the closed-circuit television cameras, excellent security and regular head counts staff complete. Detailed risk assessments, regular daily checks and 'outings logs' ensure risks to children are effectively minimised. Overall the required records are well maintained to promote the safe and efficient management of the nursery. Many detailed written policies underpin the good nursery practices and safety of the children. However, the attendance registers within the rooms are not consistently completed to reflect the children's key workers present. Also the allergy alert forms on display in the rooms are accessible for all to see, therefore not respecting confidentiality. A high proportion of staff are qualified and very committed to attending additional training to further develop their professional skills and promote better outcomes for children. The management team implement many effective practices for self-evaluation, which include staff, parents and outside agencies. Through the use of the development plan and the associated action plan, timescales for future developments are clearly highlighted. This approach supports the setting's strong commitment to driving ambition and continuous improvement.

Excellent relationships develop with parents through the superb initiatives for sharing information, which include the parent forum recently established and the detailed parent handbook. A wealth of information is on display and the key person system is effective. Parents become involved in their children's learning as they record information about specific events and activities at home using the unique systems in place. Staff work closely with parents of children who speak English as an additional language and use some initiatives to extend children's learning, for example, they obtain words in the children's own languages and use these on displays. Management respect and value the views of staff and parents, and as a result, bowls of fruit within the children's rooms are now provided and times of the meals have been altered. Positive comments from parents during the inspection confirm they are very happy with the care and education their children receive. Parents take an active part in settling their children into nursery and complete the 'all about me' record and other supporting documents to ensure a consistent approach to their care is maintained. Good links develop with other settings children attend through the use of the 'sharing information' forms. This provides an individual, two-way system for exchanging details about the children's learning and development, and complements delivery of the Early Years Foundation Stage.

The quality and standards of the early years provision and outcomes for children

Children are happy and secure within the nursery. They eagerly access the extensive range of play materials through the effective deployment of the continuous play provision and planned activities. As a result, they become active learners. The provision of individually named coat pegs and effective displays contribute to the welcoming inclusive environment, providing children with a strong sense of belonging. Staff have a very good understanding of the Early Years Foundation Stage, which enables them to positively interact with children to support and extend their learning and enjoyment. Effective systems, such as the children's 'Learning Journeys', incorporate purposeful observations, which are clearly linked to the areas of learning and reflect their next steps. Staff use this information to inform future plans and monitor children's good progression towards the early learning goals based on their developmental starting points. Staff use planning well to provide a good balance of adult-led and child-initiated play, taking into account the children's interests.

Children develop good self-help skills as they competently serve drinks and lunch to themselves and younger children, demonstrating good care and concern for others. Children have excellent opportunities to develop their interest in books throughout the nursery. This includes older children developing their own story sacks, for example, based on a popular children's book. Children's understanding of numeracy is actively promoted in everyday experiences and planned activities. They compare size when playing the bear game, count the number of sand castles they make and calculate that they need four hi-visibility vests when going out for a walk. By exploring play materials younger children are learning to operate simple interactive resources. Older children develop the necessary skills for operating the computer and take photographs using the digital camera. Children's understanding of the wider world is extensively covered through the celebration of festivals, and a wide range of resources promote positive images of diversity.

Children of all ages take part in the growing and planting of sunflower seeds as part of the National Day Nursery Association 'healthy body, happy me week' to promote their understanding and enjoyment of the natural world. Various treasure baskets and the wide range of creative activities enable children from a young age to explore texture and develop their creativity. For example, young children paint using their fingers and some enjoy exploring the texture. The free drawing areas, such as the wipe clean board outdoors and many other excellent opportunities, encourage all children to make marks using various resources. Older children begin to give meaning to the marks they make and some competently write their own names. The well-organised outdoor play area and associated indoor space provide very many valuable opportunities for children to further extend their learning and physical skills. For example, they develop spatial awareness as they manoeuvre the wheeled toys along the road way, accessing sand, water and climbing materials. Spacious group rooms mean young children have space to sleep in comfort and explore their environment as they crawl. Their walking skills are actively supported. In addition, all children have access to the superb, well-resourced sensory area

within the nursery. Babies have many opportunities to experience different textures and are attracted to the flour in the tray, which they explore, crawl through and make patterns with using their hands. Children have excellent opportunities to develop their imagination through the very effective role play areas where aspects of the community are recreated, for example, the garden centre, the local shop, the restaurant and the building site.

Children develop a good understanding of personal hygiene and healthy practices through the effective daily routines. They enjoy the very varied, healthy, balanced diet, which is supplemented by the bowls of fresh fruit in their group rooms, which children can help themselves to. This good practice has been recognised by the recent local authority awards issued for the food provision and hygiene. Safety is given high priority and good procedures include the regular practice of evacuation drills, which include the use of the evacuation cot and bags. Children learn how to stay safe through effective practices, activities and discussion. Staff provide positive role models to children and effective practices for managing children's behaviour ensure they behave well. Good initiatives, such as the 'kindness award' and the award for 'brilliant manners', are effective in promoting respect for others, building children's self-esteem and developing positive relationships. Older children are consulted about activities, enabling them to make a positive contribution to the nursery setting. The extensive range of activities and opportunities clearly supports children's future skills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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