

Kiddikins Nursery

Inspection report for early years provision

Unique reference number	EY398330
Inspection date	24/02/2010
Inspector	Ann Coggin

Setting address	Sure Start North, Hartlepool Main Centre, Hindpool Close, Hartlepool, Cleveland, TS24 0TB
Telephone number	01429 288285
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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*.

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Description of the setting

Kiddikins Nursery is one of several settings owned by Kiddikins Childcare Ltd. It was registered at its current setting in August 2009 and is located in a Sure Start building in the central estate area of Hartlepool. The nursery operates from three main activity rooms within the single storey building. Children have access to an enclosed outdoor play area. The nursery is open from 8am to 6pm Monday to Friday throughout the year, except for bank holidays and a week over the Christmas period.

The nursery is registered to care for a maximum of 33 children in the early years age group at any one time. There are currently 64 children aged from seven months to under five years on roll. The setting collects children from local nursery schools.

There are 11 members of staff who work directly with the children, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. Two members of staff hold the foundation degree in Education and Care. There are also ancillary staff employed. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and welcoming environment where children's welfare is effectively supported and promoted. Children thoroughly enjoy their time at the nursery and make good progress in their learning and development, through staff recognising the uniqueness of each child and resources being easily accessible. A positive approach to inclusion ensures children's individual needs are identified and taken account of. A key strength is the partnerships with parents, with the daily two-way flow of information, the regular discussions about children's progress and development and the good use of the key person system. Effective plans for the future demonstrate a capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further promote older children's independence at lunchtime
- develop the use of the outdoor area and provide equipment and resources, ensuring they are challenging and interesting to all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as robust procedures are in place to ensure staff suitability, which include thorough recruitment and vetting procedures and induction. Effective risk assessments and actions taken to manage or eliminate risks enhance children's safety. All staff have attended safeguarding children training and have clear procedures for liaising with appropriate agencies if they have concerns for a child's well-being. Staff are confident about signs and symptoms of abuse and a copy of the Local Safeguarding Children Board guidance is available for all staff. Well organised documentation, records and carefully considered policies and procedures are used effectively to identify and promote children's welfare and to ensure children's safety at all times. The excellent organisation and deployment of staff ensures that children are kept safe and receive good interaction. Systems, such as the entry intercom and CCTV, further promote children's safety.

The committed manager and staff promote good quality childcare and have a very clear vision of what they wish to achieve. The nursery's self-evaluation is obviously ongoing and thorough, demonstrates involvement from staff and accurately portrays the setting's many strengths and areas for development to enhance children's care, learning and development. The nursery is well organised and thoughtfully laid out to reflect children's interests, with a wide range of good quality and developmentally appropriate resources, enabling children to make choices from an early age. Strong emphasis is placed on supporting staff and their personal development. They are committed to furthering their professional development through training and attending courses and workshops. These include the Early Years Foundation Stage training, safeguarding children, food safety and first aid. Children benefit from a staff team who work well together.

The enabling environment allows children free access to all equipment and play provision which supports their learning and development well. Staff have created a safe and secure environment where children thrive. They benefit from a well organised and welcoming environment in which they have ample space to explore and play. Children's individual interests are followed and staff ensure learning is at their own pace. Children learn about the wider world through activities and accessing resources which reflect positive images of diversity. Parents and carers are made to feel valued and they are encouraged to be involved, which has a positive impact on children's welfare and development. Parents are actively involved with their own child's learning and are encouraged to share what they know about their child, with information sought regarding children's starting points. Parents and carers are provided with good quality information regarding policies and procedures. They speak very highly of the nursery and the approachable and friendly staff, and comment that their children enjoy the varied activities. Positive links have been established with other professionals, such as nursery school staff and health visitors.

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

Children are confident, happy and eager to attend the nursery. They are very well settled and relish their time in a challenging environment as staff always put them first. They have opportunities to be independent as they self-select from a range of activities. However, older children do not have the opportunity to self-serve during mealtimes. A balance of planned adult-led and child-initiated activities ensures that children are developmentally challenged. Staff's warm and caring interaction with children ensures that children always receive a positive response and feel valued. Staff enjoy playing with the children. Staff make good use of regular observations and assessments to evaluate children's learning and development. They are used effectively to clearly identify individual children's next steps across the six areas of learning. Their artwork is displayed to support their sense of belonging. Children are encouraged to respect each other's values and feelings. They learn about taking turns and how to share and respect each other, for example, playing together with the wooden bricks and the boat. Staff's effective and consistent use of praise and encouragement promotes children's self-esteem. Children are happy, confident and well-behaved throughout the nursery. Staff help children to be active learners, be creative and to think critically.

Individual learning journeys have been introduced for all children. These include photographs of children partaking in various activities and detailed observations which are clearly linked to the areas of learning. The next steps in children's learning are clearly identified. Children are confident communicators who interact well with other children and adults, and they are encouraged to become good listeners. They thoroughly enjoy using story sacks where they listen to tapes, read the books and use props. They listen eagerly to 'Jack and the beanstalk', joining in and anticipating what comes next. Children, including babies, have good access to information and technology resources as they use programmable toys and giggle with delight as they hear different sounds and watch lights flash. Babies enjoy looking at themselves in mirrors, crawling through tunnels and making music using a plastic spatula and metal pan. Older children have opportunities to investigate as they use binoculars, calculators and magnets. They have many opportunities to be creative as they paint, glue and explore different textures, such as shaving foam, gloop and jelly. Their imaginations are extended as they play with the wooden blocks, small world figures and the wooden boat, pretending a shark is after them. Children enjoy physical exercise as they ride bikes and play bat and ball. Babies have opportunities to crawl, pull themselves up and use sit and ride toys. However, equipment and resources are not challenging or interesting to all children.

Children are learning highly effectively about health and hygiene. They know why they need to flush the toilet and wash their hands as staff give a simple explanation of why it is very important for them to have these routines. Paper towels are used to prevent cross-infection and sick children are excluded to protect the health of the other children attending. Children enjoy nutritious, home-cooked meals, such as spaghetti bolognese and garlic bread, and have snacks such as fruit and crackers. Staff ensure children only access equipment and resources which are safe, age appropriate and in good condition. Regular fire drills and reminders of

the rules within the setting help children develop an understanding of keeping themselves safe.

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	2

The quality of the provision in the Early Years Foundation Stage

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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	2
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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