



Kingsmead Kindergarten and Out Of School Care

Inspection report for early years provision

Unique Reference Number	EY317034
Inspection date	04 May 2006
Inspector	June Cotton
Setting Address	Kingsmead School, 6-12 Bertram Drive, Wirral, Merseyside, CH47 0LL
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Registered person	The Governors of Kingsmead School
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

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.

WHAT SORT OF SETTING IS IT?

Kingsmead Kindergarten and Out of School Care is set in Kingsmead School which is run by Kingsmead School Hoylake Trust Ltd. It is situated in the residential area of Hoylake, Wirral.

It opened in 1993 and registered with Ofsted in 2005. It operates mainly from the Daisy room in a purpose built building within the school grounds. The children also have access to a secure enclosed outside play area as well as the school playing field. The out of school club also uses additional rooms within the school.

A maximum of 24 children may attend either the kindergarten or the out of school care at any one time. The kindergarten operates each weekday from 08.10 to 18.00 for 38 weeks of the year. The out of school club presently operates after school only.

There are currently 4 children aged from 2 to under 4 years on roll in the kindergarten and 32 children aged from 3 to under 8 years on roll in the out of school club. Children come from a wide catchment area. The Trust employs 7 staff in the kindergarten and the out of school club, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained environment where they learn the importance of good hygiene and personal care. The children are used to the routine of washing their hands at appropriate times, such as before they have their snack and dinner. Good written procedures regarding sickness ensure that parents and staff work together in the best interests of the children, therefore preventing the spread of infection. For example the children do not attend if they have anything infectious or contagious. All staff have up to date first aid training, this ensures that the correct procedures are followed to keep the children safe.

The children are learning about eating healthily when they enjoy the varied well balanced meals. Staff work together with parents to ensure that the children's dietary needs are well met, such as when children do not eat meat. Children are able to help themselves to drinks at any time to encourage their independence and awareness. There are good opportunities for the children to develop physically as they run, push prams and ride bikes in the outside play area and develop bodily awareness and strength during music and movement sessions. Older children attending the after school club have opportunities to take part in physical activity when they play ball games on the school playing field and climb on the climbing frames.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after safely in the extremely welcoming environment where they can move around freely within the playroom and the secure outside play area. Stimulating pictures and posters are displayed, including children's art work, this helps to develop their sense of belonging. They are able to make choices and develop their independence through being able to access a very wide range of well maintained toys and equipment. The toys and equipment are age and stage appropriate and promote the children's all round development.

Good safety procedures are in place to protect the children from dangers and hazards, these include daily risk assessments being carried out. Children are learning the importance of safety as they are aware of the evacuation plan and take

part in regular fire drills. Safety gates are in place and give extra security when the exit door is open. The staff working directly with the children have a basic understanding of child protection and have sound procedures to follow. However, they have not had any recent specific training in this area, this reduces the protection of children. Thorough procedures are in place to ensure that the children are protected from strangers and a panic button further ensures staff and children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children are emotionally secure, well settled and enjoy themselves due to the high level of staff interaction. Children are developing confidence when they excitedly explore the play rooms and outside play area. Children use their imagination when playing in the role play area, making cups of tea. They have fun and develop concentration when painting their clay snails and worms. They experiment with colours, for example when mixing paints. Children explore and investigate using their senses as they feel the textures of different materials such as soil. Their verbal skills are encouraged by staff talking to them and asking questions, expanding their vocabulary. Story times are made interesting for the children and hold their imaginations when they are encouraged to join in.

Children are offered both free play and adult supervised activities as they develop confidence and strong motivation to learn and progress. Staff presently plan activities around the Foundation Stage, however, they do yet use Birth to three matters to improve outcomes for the younger children. The children's interest in nature is promoted when they dig for worms and help to make a wormery. They learn about growing when watching how leaves and blossom emerge from branches and when they watch birds nest and eggs hatch. The children are confident in their relationships with the staff and play happily together and with the adults. Older children have formed good friendship groups, playing cooperatively together, such as when they play board games, such as Connect 4.

Helping children make a positive contribution

The provision is good.

Children benefit from the positive partnership the staff have developed with parents. They make good use of the parents' knowledge to meet the children's care needs. Children and parents have opportunities to familiarise themselves with the setting through settling in visits. They receive a comprehensive information booklet which, together with the parents' notice board, ensures that they are full informed about the setting so they can work with staff to provide continuity for the children. The staff share information about the children's activities through informal talks when the parents collect their children.

All children are valued and included due to the staff's positive attitude, children are able to participate in the activities offered. They develop positive attitudes to others

through the good resources, including displays and books which make the children aware of diversity in the world around them. For example during Diwali children were able to taste different food and see ethnic costumes. Children's cultural backgrounds are respected when their dietary needs are taken into account when planning menus. Staff boost children's self esteem when they display their art work. However, the nappy change area does not provide the children with privacy. Children's understanding of right and wrong is fostered through the staff setting good examples and having clear expectations of children's behaviour. They are encouraged to use social conventions, such as please and thank you and are given well deserved praise, for example when they help to tidy up. Their independence is encouraged when they dress themselves and fasten buttons.

Organisation

The organisation is good.

The children feel at home and are comfortable within the well organised environment which keeps them safe and secure. They are able to easily access many toys and make choices in their learning due to the attractive way activities are displayed for them. The facility allows children to enjoy both quiet and more robust activities. Comfy seating is available to enable children to rest and relax as they wish whilst the outside play area ensures they can enjoy more energetic play. Information is shared with parents daily, keeping them informed about the service and their child's development.

Staffing levels within the nursery are organised to ensure that they are well within the minimum required ratios at all times. Induction systems are in place and all staff records are easily available. Staff are well qualified and attend relevant courses to continue their own professional development, including first aid. The staff work together effectively as a team due to regular team meetings and positive management. Overall supervision is provided by senior school staff who are readily available to offer support and advice. All relevant records are in place and are well maintained, however, times are not recorded of when the after school children arrive. A comprehensive collection of policies and procedures are in place and shared with parents. Records are stored to protect confidentiality and are easily accessible and appropriately maintained to promote positive outcomes for children. There is a complaints procedure in place which includes a recording system. Overall, the provision meets the needs of all the children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

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.

There have been no complaints made to Ofsted since registration.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- develop up to date knowledge of child protection in order to gain confidence in this area and to further ensure the children's safety
- improve the outcomes for children under three by using an approach in line with Birth to three matters and use this to monitor children's progress and share information with parents
- improve record keeping by recording the times of arrival of Out of school care children to further ensure their safety and by keeping accident records confidential
- review the nappy changing area to ensure privacy for the children.

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