



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205441

DfES Number: 581701

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Anne Georgina Phillips

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Kiddies Day Nursery
Setting Address 132 Chester Road South
Kidderminster
Worcestershire
DY10 1XE

REGISTERED PROVIDER DETAILS

Name Ms Denise Hodgetts

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Kiddies Day Nursery opened in 1989. It is privately owned and managed. It operates from a detached house on the eastern side of Kidderminster town centre, and is close to the railway station and main road links. Access and parking for parents dropping-off and collecting children is from the rear of the building via Stewart Court. There are separate areas for babies, toddlers, pre-school and out-of-school children. There are gardens and play and activity areas for children on three sides of the building. The nursery serves the local area and has a sister nursery in Stourport.

There are currently 98 children from 3 months to 13 years on roll. This includes six funded three-year-olds and seven funded four-year olds. Children attend for a variety of sessions. At the time of inspection there are no children with identified special educational needs (SEN) or English as an additional language (EAL). The Kids Club provides some after school care, and holiday activities for school-aged children. Transport is available to collect children and for outings.

The nursery opens 5 days a week for 51 weeks of the year. The setting is open from 08:00 until 18:00 and children may attend a variety of sessions. Freshly cooked meals are prepared on site.

There are 12 full-time staff who work with the children. Of these, half have early years qualifications to NVQ level 2 or 3 and the others are currently working towards an appropriate qualification. The nursery incorporates it's own training and assessment centre. It receives support from a teacher/mentor from the Early Years and Childcare Partnership (EYDCP) and belongs to the National Day Nurseries Association (NDNA).

How good is the Day Care?

The Kiddies Day Nursery and Kids Club provides satisfactory care. Space and resources are used well to provide a child friendly and attractive environment. It is

clean, well equipped and maintained. There are good opportunities for most children to enjoy exercise and play outdoors. Separate areas are well laid-out and resourced to match children's developmental needs. Documentation is in good order and confidentially stored. However, aspects of the organisation, deployment and induction of staff have been identified for improvement.

There are comprehensive procedures in place to guide new staff about health and safety. Staff supervise children well and encourage children to act safely, but the monitoring of children when they are sleeping has been identified for prompt improvement. Good daily routines encourage children to learn about hygiene practices, but arrangements for hand washing for children and staff could be improved. Children enjoy freshly prepared meals, snacks and fruit as well as regular drinks that meet their dietary needs. Suitable child protection procedures are in place.

Children are cared for in small groups and experience a range of varied activities so that they gain confidence and develop social skills. Older children develop their independence using the toilet, taking their clothes and shoes on and off and getting drinks of water when they are thirsty. Children behave well and build warm relationships with staff and each other. There are good opportunities for babies to rest, but the opportunities for toddlers and older children could be improved. Children see positive images of diversity in the nursery. There are appropriate procedures in place to welcome children with special needs.

Partnership with parents is good overall. There are effective systems for sharing information with parents about children's needs and for giving daily verbal feedback on activities and routines. More formal meetings about children's learning are planned.

What has improved since the last inspection?

At the last inspection the nursery was asked to: improve staff's ready access to first aid boxes located around the building; ensure that a suitable supervisor and keyworker system is in place in the baby unit; ensure that children's immunisation records are up to date; and ensure that resources in the baby unit are suitable for the purpose.

All actions raised were responded to appropriately following inspection. At this inspection it was noted that: there is a clearly labelled first aid box in each area; the supervisor of the baby unit holds an appropriate NVQ level 3 in childcare and there is consistent staff working in the baby unit; parent's now up date their children's immunisation records in individual children's files; all the resources seen in the baby unit appear safe and in good order.

What is being done well?

- The space and resources both indoors and outside is used to create an attractive, child friendly environment. There is a good range of equipment for

all age groups which reflect diversity. There is a good range of games for selection by school-aged children.

- Children enjoy playing outdoors using the space, play equipment and play house to develop their physical, social and imaginative skills, as well as finding out about the natural world.
- The committed and hard working staff team work closely with the children. They build warm relationships with them so that children develop confidence and security.
- Children behave well in response to clear and consistent boundaries.
- There are good opportunities for new staff to train and develop their childcare skills and understanding.
- There are good procedures in place for recording and acting on children's dietary needs, allergies, preferences, any medication administered or accidents that have happened.
- More formal meetings are being set up with parents to give better opportunities for them to receive feedback about their children's progress.

What needs to be improved?

- the training and qualifications of staff working in the Kids Club
- the procedures for ensuring that unvetted staff do not have unsupervised access to children
- the recording of the presence of support staff when they are on site
- the number of staff working directly with staff over staff break times
- the induction procedures to include child protection arrangements
- the opportunities for some children to rest and relax
- the arrangements for monitoring sleeping children
- the arrangements for hand washing in some areas.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Develop an action plan that sets out how staff training and qualification requirements will be met for the Kids Club.
2	Ensure that there are effective procedures in place so that unvetted staff do not have unsupervised access to children and the presence of all staff on site including support staff is recorded.
2	Ensure that there are sufficient staff working directly with children at all times including staff breaks.
3	Improve the opportunities for toddlers and pre-school children to rest and relax.
6	Improve the arrangements for monitoring sleeping children.
7	Review hand washing arrangements to ensure they promote good hygiene practices.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The quality of teaching is generally good. Staff manage children well and have good relationships with them. They plan a variety of practical activities and understand what children learn from them. They organise space to create a child friendly environment so that children develop very good physical skills, but use it less effectively to develop opportunities for children to select and use resources themselves or access information technology.

Staff work closely with children supporting their individual learning needs and have appropriate systems in place to support children with special educational needs or who have English as an additional language. They develop children's skills by asking questions that encourage them to think and extending their vocabulary. Group activities for funded children are sometimes interrupted or lengthy which reduces the challenge and pace of learning for more able children.

Staff assess children's development regularly and clearly. However, present records do not clearly demonstrate how children's progress is measured against the ELGs or how the information is used to plan the next steps in their learning.

Leadership and management are generally good. A comprehensive curriculum has recently been introduced which provides a clear model for all staff to follow. It is shared and used at regular meetings to plan themed activities.

Partnership with parents is generally good. Information for parents is clear, but details of daily activities could be improved. Parents have regular opportunities to talk to staff. Some parents say that they would like more information about children's learning. Plans are in place to improve opportunities for them to be involved and find out about their progress at pre-arranged meetings.

What is being done well?

- Children enjoy lots of opportunities to sing songs and do action rhymes often changing the words to include staff or children. These help to support children's learning very effectively e.g. mathematical and language development.
- Staff know individual children well and use this knowledge sensitively to encourage success and self esteem. They have realistic expectations of what children will achieve so that children are interested and keen to learn and make good progress.
- Staff use good strategies to encourage good behaviour and consideration for others. Their calm, polite and consistent manner is a good example for children to follow. Children behave well and develop good relationships with staff and each other.

- There are good opportunities for children to develop their physical skills and play outdoors.

What needs to be improved?

- the opportunities for children to select and use resources independently, direct their own learning and access information technology
- the balance and pace of some sessions to improve the challenge and learning opportunities for more able children
- the way daily activities are recorded and assessed so that they can be used effectively to plan for individual children's learning needs
- the presentation of information to parents about daily activities.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. At the last inspection, no significant weaknesses were reported, but the nursery was asked to consider whether they could use the evaluations to help matching future activities to children's individual needs.

A copy of the nursery's action plan was not available at inspection.

At this inspection it is clear that staff working with the children know individual children well and match their expectations of children's learning accordingly and appropriately. However, documentation is still not used effectively to inform other team members, especially new ones, or parents. Nor does it show how the information will be used to support individual children's future learning needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing self-confidence and self esteem. They are able to express their feelings and are learning to share and take turns with sensitive adult support. They are becoming increasingly independent when using the toilet, taking off and putting on their shoes and socks. They see positive images of diversity throughout the nursery. They are keen and interested to learn and behave very well, but there are limited opportunities for children to select and choose resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with staff, visitors and each other. They see and are starting to emulate written language in the outside role-play garden centre and café. They sing and join in confidently with songs and action rhymes and they sometimes use them spontaneously in their play. Children listen carefully and link sounds and letters with increasing skill. They enjoy stories and books with staff, but these do not always hold children's attention if they are long or interrupted.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to recognise shapes and colours. They are starting to use and recognise numbers correctly, and compare the size of objects in their play. They learn about adding and subtraction with growing confidence through fun rhymes e.g. the 'five little ducks that went swimming one day'. Some children act out the rhyme with the props spontaneously. Some four year olds persist with a complex cube jigsaw until completed successfully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are inquisitive and ask questions about why and how things work. They enjoy exploring what happens when different paints are mixed, making and comparing patterns. They find and watch closely the snails in the garden and observe them respectfully to see if they move. They are interested in the time and some are starting to link this to when activities happen at nursery. Opportunities for children to find out about some aspects of technology are not fully exploited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are learning to move and control their bodies with confidence and skill. They are developing a good awareness of space and control of their bodies both in and out of doors. They sit safely at group times and older children hop, climb, balance and move quickly between each other in larger spaces. Children are becoming skilful in using a wide range of tools and equipment e.g. four year olds cut competently with scissors and trace with felt tip pens. They drink water when they are thirsty.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy good opportunities to explore colour, shape, and texture. They are very interested and responsive to what they see, touch and feel when mixing the paints with their hands. They match movements to rhymes and repeat these spontaneously in their play. They move freely and expressively in large spaces indoors. Some are able to express feelings e.g. happy or sad. Resources for role-play are good but sometimes children lack opportunities to act out familiar experiences in their play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the opportunities for children to select and use resources independently and direct their own learning.
- Improve children's access to information technology.
- Review the balance and pace of activities to ensure that there are sufficient challenges and learning opportunities for children.
- Improve the recording and assessment of what children can do so that it is used effectively to plan for individual children's learning needs.
- Improve the presentation of information about daily activities to parents.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.