

The Kiddies Day Nursery

Inspection report for early years provision

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Inspector Donna Stevens

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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

The Kiddies Day Nursery was registered in 1991. It is privately owned and has a sister nursery in Kidderminster. It operates from a converted house on the outskirts of Stourport. The nursery serves the local and surrounding areas. A maximum of 24 children may attend the nursery at any one time. The setting is accessible to all children and there is a fully enclosed garden for outside play.

The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. Children are able to attend for a variety of sessions.

The nursery is registered to care for a maximum of 24 children at any one time, of whom no more than nine may be under two years of age. There are currently 34 children attending who are within the Early Years Foundation stage. The setting provides funded early education places for three and four year olds. There are procedures in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are five full time staff who work with the children. All staff have an early years qualification to level 3 or equivalent. The nursery also employs a part-time cook. The setting receives support from the local authority and is regularly represented at local providers' early years partnership meetings.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the nursery where they enjoy a range of activities that support their learning and development in most areas. They are kept safe and staff work with parents and carers to ensure that children's welfare needs are met. Management have systems in place to evaluate the practice but once areas of improvement are found staff are not always proactive in bringing about changes that will enhance children's learning and enjoyment.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 29/04/2011

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

- increase the opportunities for children to select and use activities and

- resources independently
- increase opportunities for children to interact with others and take turns in conversation
- improve the two-way flow of information with parents with regards to children's activities and development
- improve the meals and snacks provided for children and ensure they are healthy, balanced and nutritious.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as the staff have a clear understanding of their roles and responsibilities in this area. Management ensure that regular training is undergone by all staff and that policies and procedures are kept up-to-date and in line with local guidance. Clear vetting procedures ensure that all staff working with the children are suitable to do so. Children are well supervised and staff ensure that the playrooms, garden and toys and equipment remain safe for the children to use. Risk assessments have been completed but records of who completed them and dates of reviews are not maintained. This is a statutory requirement.

Management have systems in place to evaluate the setting and identify areas for improvement. However, the systems in place to ensure that these improvements are made are not robust and these issues are not positively acted upon by staff. It has been identified that the nursery routine is very structured and limits the time for children to choose their activities. Some action has been taken by having every third week as an opportunity for children to have more of an active role in choosing their own activities. Although this has been successful staff have not re-evaluated the situation and considered extending these opportunities.

The nursery is bright and colourful with children's work displayed. There is a good range of resources and toys for the children to use but staff do not always use them to their full capacity. For example, on a sunny spring day when children were playing outside the role play area which had been set up as a garden centre in line with the current theme remained closed, limiting children's choice.

Staff understand the importance of forming close links with parents and carers. Senior members of staff spend time at the beginning and end of each day discussing children's welfare needs including eating, sleeping and toileting. The nursery operates a successful key person system and staff develop good relationships with children, they know their individual needs and stages of development. This information could be more readily shared with parents if all staff were confident in approaching parents and taking the lead on sharing information about children's achievements and areas where they may need more support. Staff work with outside agencies and other professionals, such as speech therapists, in order to support children with additional needs.

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

Children in the baby room make good progress because staff engage enthusiastically with the children. They smile and laugh and there is obvious affection between the staff and babies. They enjoy a variety of activities that allow them to explore natural materials including sand and soil for digging in. Staff ensure that children spend time outside each day. They develop their curiosity and problem solving skills as they build and use cause and effect toys. Children can be creative as they enjoy activities such as feet and hand prints and body painting. The finished results are used to create interesting wall displays which make the playrooms colourful and inviting. Children's welfare needs are attended to quickly so that they are secure and happy and do not become upset or uncomfortable.

Older children make steady progress across all areas of learning as staff plan activities linked to chosen themes. Children take part in structured activities as a group, for example, as part of a flower theme children were given pieces of white paper and encouraged to paint their own flowers. During the activity staff introduced interesting vocabulary naming parts of the flower such as petal, stem and leaves. Although this was a nice activity designed to improve children's understanding of the natural world completing it as a large group meant that it was often dominated by more confident children. Once the activity was completed children then had the opportunity to choose their own toys and resources, but once again more dominant children took the lead and quieter children were left to observe. Running these activities consecutively, allowing children to choose when they would like to do their painting, would not only allow them to develop their independence as they make their own choices but would also provide individual time for children as they complete the more adult led activity.

Activities for the older children are organised around a three-week plan. For the first two weeks structured activities will be organised alongside opportunities for free play and time spent outside. Every third week activities are more child led and they are able to decide the activities they have enjoyed, returning to them if they wish. There is also more free flow available between the two rooms and the outside area. This has proved popular with the children and extending these opportunities across each week would once again allow children to take control of their own learning and allow them to develop skills as independent and inquisitive learners. Staff observe and monitor children's progress against the early learning goals. They will then review where children may need more support or extension in their learning and include these ideas in activity plans for the next theme.

Time is taken up during each nursery day with the general nursery routine. For example, all children sit down at the table waiting for others to wash their hands before and after snack time. Staff do not always take the initiative in using these opportunities to extend children's learning, for example, engaging them in lively conversation and asking open ended questions encouraging them to recap their experiences and compile answers. Staff take time to work with individual children on programs set by other professionals, such as, speech therapists. Support for these children could be further enhanced by staff grasping every opportunity to

encourage children to express themselves, share their opinions and talk about their ideas and experiences.

Children enjoy playing in the nursery garden where a range of activities support their physical development. They play games with a large parachute and balls and learn to steer and balance as they use ride on toys. They explore natural materials as they play with water and sand and learn about nature as they plant seeds and bulbs and learn to care for living things. They begin to learn to keep themselves healthy as they wash their hands after playing outside and before snack and mealtimes. Limited kitchen facilities mean that currently most of the meals are prepared using ready-made ingredients. The owner's sister nursery has recently received a gold standard in healthy eating and they are hoping to introduce some of the ideas at this setting. In the interim children could be provided with more choice and variety at snack times. Currently children are asked as a group what they would like and are then all given that choice. Fresh drinking water from a dispenser is available to the children at all times.

Children behave well and have good manners at snack and mealtimes. They are reminded to keep themselves safe in the nursery environment, for example, being asked not to stand on chairs and tables to reach equipment but to ask a member of staff. A visit from the nursery maintenance man provides children with the opportunity to learn about potential dangers and how to keep themselves safe. While he is fixing items to the fence with a battery screwdriver they are keen to join in and watch. Clear rules and safety guidance are explained to them and they are able to help under close supervision. During their play children are encouraged to share toys and equipment and be kind to each other. Children who behave inappropriately are taken to one side and provided with a gentle explanation as to why their action is inappropriate and the impact of it on other children or adults.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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