

Koala Kidz Ltd

Inspection report for early years provision

Unique reference number	EY261361
Inspection date	01/06/2011
Inspector	Veronica Sharpe

Setting address	Stanton Farm Day Nursery, Ely Road, Waterbeach, Cambridge, Cambridgeshire, CB25 9NN
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Koala Kidz at Stanton Farm Day Nursery is one of two day nurseries in Cambridgeshire owned by Koala Kidz Ltd. It operates from purpose-built, single-storey premises located in a rural area adjacent to the A10 near Waterbeach, Cambridgeshire. There are two enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register to care for up to 24 children under eight years old; of these, not more than 12 can be under two years. There are currently 30 children aged from six months to four years on roll. This includes seven children who are eligible for early years funding. Children attend for a variety of sessions. The setting supports a small number of children who speak English as an additional language.

The nursery opens five days a week all year round from 7.30am to 6pm, with the exception of public holidays. Six members of staff work with the children, five of whom have early years qualifications. The setting is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting offers children a welcoming and homely environment. Effective two-way partnerships with parents ensure children's individual needs are well met. Children feel safe in the setting and are confident and settled. Generally, activities are varied and interesting and enable children to become active, independent learners. Consequently, they all make good progress in their learning and development. Managers and staff work together to develop the provision and have worked hard to improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- review the planning for outdoor play so it complements indoor learning and is equally important; link the indoor and outdoor environments together where possible to enable children to make the most of the available resources
- review the complaints log so it shows the outcome of the complaint and any action taken as a result of each complaint.

The effectiveness of leadership and management of the early years provision

Effective recruitment procedures are in place to ensure staff working with the children are safe and suitable to do so. Recent changes in the procedure now

include opportunities for prospective staff to meet with the children and existing staff to ensure their skills complement this small, strong team. Staff show a good understanding of safeguarding children procedures and review the Local Safeguarding Children Board guidance regularly at staff meetings. Safeguarding policies and local contact information are clearly displayed to ensure staff and parents understand what action should be taken in the event of child protection concerns. Staff are conscientious about minimising hazards and make regular checks of the premises. Written risk assessments are checked and reviewed to take account of changes, such as the new addition of a veranda to the baby room. A good range of up-to-date and relevant policies and procedures underpin the provision. The record of complaints, however, does not clearly explain the actions taken and the outcomes of any concerns raised by parents.

The management team has introduced secure systems in place to monitor and evaluate the effectiveness of the provision. They work with their local authority advisors to assess practice and develop clear action plans. Parents' opinions are welcomed through regular meetings and the suggestions box and these are included in the review process. This enables the setting to identify and make improvements, such as meeting the recommendations from the last inspection. Overall, the setting demonstrates that there is a strong capacity to continue to improve the quality of the provision. This has a positive effect on children's welfare and learning. Staff retention is good, which means they work well together and offer children and families consistency. Further training is encouraged and staff are mostly well qualified and experienced.

The nursery is well organised, with a good range of age-appropriate resources available in each area, enabling children to make independent choices about their play and learning. Babies have their own area, including quiet areas for sleeping and a safe outdoor environment. Children make daily use of the outdoors, thoroughly enjoying playing in the large, attractive gardens. Children have good opportunities for free-flow play during the day, but this has not yet been fully extended to include the outdoor areas. Children learn about their own and other cultures and lifestyles by using diverse resources and doing practical activities, such as exploring holiday destinations or learning about festivals. Although there are no children on roll who have special educational needs and/or disabilities, the setting has tried and tested strategies in place to meet children's individual needs.

Staff work well with parents to ensure children's individual needs are met. Recently implemented systems for settling children into the setting give parents ample opportunities to visit, meet with their key person and get to know staff and children. They receive copies of the policies and procedures and find out about routines and activities. This has resulted in much-improved relationships with parents and helps to ensure children feel at home. Parents speak positively about the setting and particularly like the 'family feel' generated by the friendly staff. Management and staff are responsive to parents' needs, for example, they now open earlier to suit parents' work patterns. Partnerships with the local schools are well established; children have opportunities to meet their new teachers and find out about their new school. The setting is aware of the importance of building relationships with other providers, such as local pre-schools or childminders, and is developing strategies to share information. There is satisfactory liaison with the

local children's centre and other professionals, such as the area special educational needs coordinators.

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

Children feel safe in the setting and have good relationships with staff and each other. Staff help children learn about good behaviour and encourage them to develop a sense of responsibility, for example, as they help set out plates and utensils at mealtimes. Children have good opportunities to show their independence and as a result are self-reliant and confident. Babies follow their own home routines and feel secure as they are cared for by attentive adults who know them well.

Staff have a good understanding of the Early Years Foundation Stage, which enables them to offer varied experiences that support each child's learning and development. Resources are thoughtfully laid out and clearly labelled so children make informed choices and can pursue their own interests. Staff support children's individual interests well, for example, enabling some three-year-olds to seek out a selection of spiders to view in the bug box. Routines of the day are flexible so that children have ample time on their chosen activities, such as playing in the sand or making models from 'junk'. Staff collect observations to decide what children can do, then plan flexible activities that take into account each child's interests and abilities. All children make good progress towards the early learning goals, but learning opportunities outside are yet to be fully integrated into the planning.

Children are confident communicators and enjoy chattering with staff and each other, sharing their experiences and feelings. They enjoy mark making activities from an early age, for example, toddlers play with chunky crayons and chinks and explore paints. Older children use a variety of pens, pencils and crayons to produce colourful pictures and scribbles, which are displayed to promote their self-esteem. Children learn about numbers in practical ways as they sing number rhymes or count how many pieces in a quartered pear. They play at superheroes and run around chasing each other, pretending to be their favourite characters. All the children enjoy playing in the garden on an everyday basis; they find places to hide in the bushes and have fun with climbing and balancing. Babies and toddlers begin to learn about technology, for example, as they find out how to get a response from knobs and buttons. Older children use a computer, take photographs and have everyday use of scissors, hole punches and small tools. This effectively develops their skills for the future. A large range of books ensures children develop an interest in stories, while labelling around the rooms reminds them that print has meaning. Multi-language posters and signage help those children who have English as an additional language feel at home.

Children enjoy freshly cooked hot lunches each day that are varied, healthy and nutritious. Snacks are taken at regular intervals during the day to ensure children are properly nourished. Older children access their drinks independently, while younger children are encouraged to drink frequently to maintain their good health. Clear information is collected about any special dietary needs to ensure all food is

safe and suitable. Children learn to keep themselves safe as they practise the fire drill or negotiate the tracks around the well-planted play areas.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	2

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	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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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