



Kingsland Children's Centre

Inspection report for early years provision

Unique Reference Number EY315178
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Inspector Valerie Thomas

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Registered person Sure Start - North Stoke Primary Care Trust

Type of inspection Integrated

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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kingsland Neighbourhood Nursery opened in March 2006 and has previously operated at another setting since 2004. The nursery and crèche operate from five rooms within Kingsland Children's Centre. It is situated on a residential estate in Bucknall, Stoke-on-Trent. A maximum of 60 children may attend the nursery and an additional 60 children may attend the out of school facility at any one time. The centre is open each weekday from 07.30 to 18.00 all year round. All children share

access to a secure enclosed outdoor play area.

There are currently 55 children aged from 0 to under 5 years on roll. Of these, 26 children receive funding for nursery education. Children come from the local and surrounding areas. The nursery currently supports a number of children with learning difficulties and disabilities.

There are 13 staff who work with the children in the nursery and crèche. Twelve of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through well-planned routines. They know that they need to wash their hands after going to the toilet as 'it makes your hands clean'. Good procedures such as, staff wearing protective clothing for nappy changing and cleaning all areas after use sustain appropriate levels of hygiene. This helps reduce the risk of cross contamination. Clear procedures for sick and infectious children help prevent the spread of infection. This helps to keep children healthy.

There is a good level of staff who have a current first aid certificate and this helps to ensure children's needs are met if a medical emergency arose. However, procedures for the administering of medication do not contain all required details.

The setting works in partnership with parents to meet children's individual dietary needs. Staff ensure they are fully aware of any special diets. They are very attentive to the young babies' needs, implementing their individual routines which are discussed in detail with parents. This helps the transition from home to nursery care. The snacks and meals offered throughout the day do not always offer healthy choices. Although fruit is given at the afternoon snack time, healthy snacks are not always offered to all children during the morning session. On the whole meals at lunch time offer a healthy and nutritional diet. However, sweets often have a high sugar content and chips and roast potatoes are given twice a week. This does not fully encourage children to develop a positive approach to healthy eating.

Children enjoy good opportunities for physical exercise. Younger children join in well with the actions to the 'Sticky Kids' musical tape. They have lots of fun wiggling their fingers and body and get very excited turning round and round. They stretch their bodies as they bend up and down and move their arms round and round to the 'wheels on the bus'. Older children have lots of fun using the climbing equipment outside and sitting in the 'bucket' seat while they spin around. They like to run around and enjoy riding the bikes weaving around the other children. The range of activities provided helps children to develop their physical skills and encourage a positive attitude towards a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and appropriately organised environment. Staff monitor access to the group at all times and the nursery and crèche areas can only be accessed by an electronic device. The outdoor areas have a safety surface fitted to enable children to play safely when using the climbing equipment. Risk assessments are completed regularly and daily safety checks are made. Fire evacuation procedures are fully understood by staff and are practised with the children. Children know that they need to go out of the door and stand on the grass when they hear the sound for the fire drill. This helps children remain safe.

Children use a wide and varied range of safe, good quality, developmentally appropriate resources. These are organised appropriately to ensure suitable accessibility for children and ensure they can make decisions about their play. However, as the nursery and crèche has only been operating at the premises for seven weeks there is still a lot of equipment that is not in use. Storage of this equipment prevents some of the areas from being used such as, a sensory room and an area that can be used for outdoor play with the provision of a cover for shade. In addition, storage of equipment in this area prevents children in the crèche from having direct access to the outdoor area.

Staff explain safe practices to children such as, not pushing each other as they will hurt them and not to run around with sticks as they might fall and hurt themselves. Children know that if they do run around with sticks they may fall and bang their teeth. This helps children learn to take responsibility for keeping themselves safe.

Children are well protected by staff that have a clear understanding of child protection issues and understand the correct procedures to follow. Staff have received training in child protection which ensures that they fully understand their responsibilities in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the setting's welcoming and caring environment. Staff make good use of the 'Birth to three matters' framework to guide their planning and recording of progress. Babies enjoy the positive interaction they receive from the staff and their independence is encouraged as they are given the freedom and encouragement to develop their mobility. Young children are beginning to walk around the furniture while others enjoy crawling into the shapes in the 'play ring'. They benefit from routines which are consistent with their experiences at home and staff are very attentive to their needs. High importance is placed on providing varied sensory play for all children. Babies show good interest and have lots of fun as they explore the items in the treasure basket. They explore the tooth brush by hand and mouth and spend time putting the beads over their head and hiding under the scarf. Photographs show that babies have played with green mashed potato and porridge oats. They develop early communication skills as they look at the books with the staff

and vocalise as they point at the pictures. Children enjoy when they are tickled with the make-up brush, smiling and laughing and staff encourage their learning as they name the colour of the ball as they pass it to the baby.

Older children have positive relationships with staff and receive comfort and attention when they need support. Children play happily together and have lots of fun as they try to jump to try and catch the bubbles as they clap their hands. Children's language and communication skills are promoted well by staff through constant conversation and regular singing sessions. They are encouraged to dance and join in with actions to the 'sticky kids' musical tape. Children enjoy playing with puppets and staff encourage the children to talk and say 'hello to Larry the lamb' and join in with the conversation. Consequently, children are learning to develop their speech and express their needs confidently. They enjoy the many activities provided and have a good time creating their paintings with their fingers and experimenting with paint on the windows. As a result children play well and show good interest and are keen to take part in activities. There is a good range of resources throughout the nursery to promote all areas of play and staff make good use of natural resources such as jelly, play dough and 'gloop' to extend children's sensory skills. Children in the crèche enjoy exploring the pasta and use it to make a drink for the staff. Children receive constant praise from staff in all rooms and consequently they are happy and settled in the nursery environment.

Nursery education.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Consequently, children are making good progress towards the early learning goals. Planning provides clear guidance for all staff to ensure a wide range of activities and experiences are provided for children to extend their learning in most areas. However, activities to promote children's understanding of the world they live in and to learn how to operate simple equipment are not always planned for. Staff use good methods to maintain children's interest. They sit with children in small groups and on a one to one, asking questions and extending their play. For example, staff encourage children's thinking as they look at the photographs and talk about their home experiences. Staff help raise children's awareness of diversity well and there is a good range of resources to promote this and different festivals are celebrated. There is good support for children with learning difficulties and staff have a good understanding of the Special Needs Code of Practice and how to use this to meet children's needs. Children are challenged well through good questioning by the staff during most activities. However, they do not extend children's learning in all areas of mathematics. Assessment systems link to the stepping stones and are completed regularly. Daily observations of individual children and evaluations of activities take place to inform progress records. Behaviour is well-managed and this results in a calm and caring environment for children. The room and outdoor area are well-organised and offer a stimulating environment with a good range of accessible resources to promote children's learning.

Children show a strong sense of belonging as they greet each other during circle time where they sing 'here I am' and others singing 'how do you do'. Children are interested and eager to take part in activities for most of the time. They show good

concentration as they create their pictures with the hammer and nails and explore the jelly. Children are confident and enjoy being chosen as the helper for the day, shaking the bells to remind everyone it is 'tidy up time'. Children behave well, responding positively to the boundaries set. They play well together as they help to push their friend up the slope in the car and make dinner together in the home corner. They enjoy receiving a sticker for their efforts and being chosen to go on the 'Golden board' for being kind. Children's language skills are good. Most children speak clearly and confidently and are able to express their thoughts. Children talk to staff about their experiences of being a bridesmaid and are able to answer questions when looking at the photographs. Children recognise their name card as they come into the room and place it on the name board and when they put their stickers on their own star chart. Older children are beginning to link sounds and letters and know that 'M' is for McDonalds. Writing skills are developing and older children show good control as they colour their picture and write their name on the board.

Children understand and use numbers appropriately. Children clap their hands as they count up to 20 and older children are able to match number to object as they count the number of children in the circle confidently. However, they do not often develop problem solving skills such as, comparing how many boys there are to girls when the children are counted or how many cups are needed at snack time. Children demonstrate that they understand shape and size well. Younger children are able to sort and match shapes as they make a long line of rectangles and know which semi-circle is big and which one is small. Older children are able to name the basic shapes they have used in their picture for example, triangle, circle and square. Children develop an initial sense of time as they look at photographs from the past and planning shows that they have looked at how they have grown since they were a baby. They know that it is Tuesday and that the month is May. They develop suitable exploration and investigation skills as they learn about change when making the play dough from flour and water and feel how the jelly changes as they hold it in their hands. However, they do not often explore how things work by learning how to operate simple equipment. They learn about the features of living things as they find 'creatures' outside, touching the legs to make them fly and looking at the web the spider has made. Children go for walks in the grounds of the children's centre to explore the environment although they have not had many opportunities to develop a sense of where they live.

Good use of the indoor and outdoor area helps children to develop all of their physical skills well. They use one-handed tools competently as they write their name and paint their portraits and are learning to use scissors to cut out pictures. Children climb and slide down the frames with confidence and show good control when trying to throw the balls into the basketball net. They are competent at pedalling the bikes and are able to negotiate a pathway in and around the equipment. They are able to express themselves freely through painting and enjoy exploring many different textures such as, jelly, 'gloop' and play dough. Children have lots of fun as they slap their hand on the jelly listening to the noise it makes and describe the texture as 'cold, wobbly and squidgy'. Children's imaginative skills are developing well as they dress up in the large puppets saying 'hello' to their friends in a different voice and predict what the pot might be used for in the story.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement on arrival and during their play throughout the session. There is a good range of resources available that positively represent different cultures, gender and disability and various festivals are celebrated. This helps to raise children's awareness of diversity and their understanding of others. The setting's policies promote inclusion for all children and the premises are suitable for all to access. Good support is given to children with learning difficulties and disabilities and staff are clear in their roles. Consequently, children's needs are met well in partnership with parents.

Children behave well and respond positively to boundaries set by staff. They stop hitting another child with the blanket when asked by staff and use their manners well as they say 'thank you' for their snack. Children work together well as they help to tidy the toys away when the bell is rung to signal 'tidy up time'. They share and take turns as they play in the sand and help to push their friend in the car. This promotes a harmonious environment for children. Good use of praise and encouragement by staff build children's self-esteem well. Children's spiritual, moral, social and cultural development is fostered.

All children benefit from the positive partnership staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates mainly through discussion with staff. They are given a parents' welcome pack which includes details of activities and the nursery's policies and procedures that are available to view. However, some of the relevant policies are not actively shared with parents although there are plans in place to improve this. Children's individual needs are discussed and recorded and parents are asked to complete an 'All about me' form for their children. In addition, babies' individual routines are discussed and recorded in detail to help the transition from home to nursery care. Younger children have daily diaries completed to keep parents informed of their child's well-being and daily discussion is used for older ones. This helps children to settle quickly and enables staff to fully meet the child's needs. In addition, the nursery has a toy and book library which is available for parents to use and various training sessions are provided.

The partnership with parents and carers of children who receive nursery education is good. Information on the educational programme is provided in the parent pack and newsletters are sent home to say what activities the children will be involved in. Methods to keep parents informed of children's progress are appropriate. Staff inform parents daily of achievements the child has made and children regularly take their pictures home. Parents are made aware that their child has a progress folder and that it is available to view at any time. This enables parents to be involved and enhance their own child's learning.

Organisation

The organisation is satisfactory.

There are appropriate systems in place for the recording of medication and attendance. However, there has been an odd occasion where the details have not been accurately recorded. Written consent to administer medication has not been obtained on every occasion and departure times of children have not always been recorded. This does not fully safeguard the welfare of children and is a breach of regulations.

There are effective recruitment procedures which ensure staff are appropriately vetted and there is a good level of qualified staff who work with the children. There is a good training programme implemented for staff and many training courses have been attended. These include child protection, 'Birth to three matters' and fire safety. In addition, most staff have attended food hygiene and first aid. This helps to broaden children's experiences and contributes to the quality of care provided.

The nursery is appropriately organised to meet the needs of the children. Good support is given to the children by the staff and the key worker system is used to monitor children's progress, meet their individual needs and liaise with parents. Staff are caring and attentive to children's needs offering comfort when needed and continually extending their learning. Consequently, children are settled, happy and enjoy their time in the setting.

The leadership and management of the setting for children receiving nursery education are good. Clear guidance is given by the management to ensure that the educational programme is delivered effectively and regular monitoring takes place through the appraisal and review system. Team and senior management meetings ensure the provision meets the needs of everyone. Provision is made so that staff can visit other settings to improve their practice and liaise closely with the maintained nursery within the children's centre. Monitoring and evaluation of children's progress towards the early learning goals is robust. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

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):

- ensure recording in documentation for medication and attendance is accurate and contains all required details
- ensure all children have healthy choices at snack and lunch times
- improve the storage of equipment so that the best use can be made of all areas within the setting and that children in the crèche facility can easily access the outdoor play area safely
- continue with the plans to improve the process for sharing information with parents on the setting's policies and procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further children's understanding of the world they live in and provide opportunities for children to explore how to operate simple equipment
- provide increased opportunities for children to develop problem solving skills.

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