



Kingscliffe Day Nursery

Inspection report for early years provision

Unique Reference Number	223226
Inspection date	05 April 2006
Inspector	Patricia Bowler
Setting Address	127 Ashby Road, Loughborough, Leicestershire, LE11 3AB
Telephone number	01509 263325
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Registered person	Kingscliffe Day Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day 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?

Kingscliffe Day Nursery opened in 1999. It operates from four rooms in a purpose built building situated in Loughborough, Leicestershire. A maximum of 32 children may attend at any one time. The nursery is open each weekday from 07:30 to 18:00 all year round. All children share access to a secure enclosed garden for outdoor play.

There are currently 49 children aged from birth to under five years on roll. Of these

20 children receive funding for nursery education. Children come from a wide catchment area as some parents travel into the town to work. The nursery currently supports a number of children with special educational needs but none who speak English as an additional language.

The nursery employs eight staff, six of whom, including the manager, hold appropriate early years qualifications. Three staff are working towards a qualification. The nursery is a member of the National Day Nurseries Association and holds a current Investors in People award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and tidy environment where they remain healthy and receive good levels of care. Clear health and safety policies and procedures are maintained by staff to prevent the spread of infection. Children's health is maintained by vigilant hygiene practice, such as the single use of disposable aprons and gloves to minimise the risk of cross infection during changing routines. Children are developing some understanding of personal hygiene through daily routines but are not always sufficiently supported by staff to develop thorough practices in washing their hands and faces. Clear information is recorded with parents to identify and provide for children's specific health and dietary requirements. Vigilant procedures ensure that any accidents children have are managed appropriately as the staff have knowledge of first aid and available first aid equipment. Accurate recording systems are maintained, including any medication administered to children.

Children access a fully enclosed area for outside play where they experience and enjoy resources to promote their physical development. They climb with confidence on low level frames and slides and confidently ride a range of wheeled toys. Good arrangements ensure babies and children can rest and sleep peacefully to ensure their emotional well-being is promoted. Cots with clean bed linen are provided in the baby room and mattresses with clean linen are available for older children. A sensory area with soft lighting provides a soothing environment for young children to sleep and rest.

Food is hygienically prepared and children enjoy the meals provided. A varied range of foods encourage children to develop healthy eating habits. Water is readily accessible for children to have when they require.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

High regard is given to ensure children are cared for in a safe and secure environment. Robust systems for arrival and departure, including a visual security system, ensure they are protected at all times. Internal screens, situated in all rooms where children are cared for enable the managers to monitor staff working practice.

Parents are able to link into the system to observe their children at play. Arrangements to isolate some situations ensure that children's privacy and welfare are maintained at all times.

Good procedures and a consistent risk assessment ensures that all areas accessed by children are safe and any hazards are minimised. Children are cared for by qualified and experienced staff and thorough clearance procedures ensure they are suitably checked and vetted. An effective induction programme introduces new staff to current working procedures and continuous monitoring by experienced staff ensures these are diligently followed to maintain children's health and safety.

Children move confidently around the nursery. They wait patiently for each other and know to hold the low level banister rail as they use the stairs to access the first floor. Furniture is suitably arranged enabling children to move freely and access play resources in their base rooms. Organised outings enable children to explore their local environment and gain confidence and awareness about keeping themselves safe. For example, they learn about road safety procedures as they visit local parks and recreational resources. However, the uneven surface of the lawn in the outside play area poses a risk to children as they run and play. Appropriate fire safety equipment is available and vigilant arrangements for emergency evacuation, including regular fire drills equip children with the knowledge of what to do if the need arises. However, storage arrangements on the second floor, where staff facilities are located, do not always ensure a clear route is available if staff need to implement evacuation procedures.

Children are protected from harm because staff understand their role in child protection, and are able to put appropriate procedures into practice if necessary. A clear written policy ensures parents are fully informed of the responsibility to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Babies are cared for in a bright and visually stimulating environment. Staff work diligently with parents to ensure their care needs are met and development is enhanced through a range of tactile toys and equipment. Babies are appropriately supported through early milestones as staff build warm and caring relationships to promote their well-being. Babies are settled and content as they receive good levels of care appropriate to their individual needs. Staff caring for babies and younger children are aware of the 'Birth to three matters' framework and this is implemented effectively to plan and promote opportunities to increase their overall development.

Younger children under two years take part in a range of activities where they develop good skills in most areas. They are confident and relate warmly to positive staff interaction. They play happily with each other and staff and enjoy group and individual situations to share books, develop their imaginative skills in small world play and link home and nursery through appropriate role play opportunities. Children enjoy different tactile play using resources, such as cooked and frozen peas, using their sense of touch to identify cold and warm. They benefit from a newly established

sensory area with an enclosed ball pool, twinkling lights which they can activate by pressing a low level switch and soft lighting when this area is used for rest and sleep. Organised access to outside play enables children to develop their physical skills in climbing and riding as they enjoy a range of wheeled toys and use the climbing frame with increasing confidence.

Children aged two to three years enjoy a range of well planned activities. For example, they experience tactile play with cooked and raw pasta and eagerly join in a group collage activity using natural resources, including flower heads, seeds, leaves and aromatic herbs and spices. Although appropriate resources are available these are not sufficiently organised or presented to provide children with play opportunities to encourage them to make active choices about their play or to build on their natural curiosity and imagination.

Nursery Education

The quality of teaching and learning is good. Staff have sound knowledge of the Foundation Stage, a good range of teaching methods and sound understanding of how children learn. Planning includes a range of interesting topics which are taught successfully to promote the progress of individual children through the stepping stones. The range of activities are extended to challenge more able children to increase their learning and independence. Assessments and observations are good and provide informed detail of planning for the next steps in children's learning. Behavioural strategies result in positive outcomes for all children. Clear procedures to evaluate working practice successfully identifies ways to improve teaching.

Children are making good progress towards the early learning goals especially in activities such as mark making as low wall mounted boards enable children to use a range of mediums, such as chalk on wipeable surfaces. Children are making good progress forming recognisable letters and some are able to successfully write their own names. They are encouraged to practise this in situations such as identifying their own creative work.

Children are generally confident and demonstrate a sense of belonging as they greet each other and staff on arrival. They build warm relationships with staff actively seeking support when required and interact appropriately with peers to work well in supported small and large groups. Children use their imagination well in role play situations and these areas are suitably resourced to fulfil their purpose. They have enjoyed the home area in a recent topic to learn about the celebration of 'Holi' using a range of dressing up clothes and creating cultural meals to reflect this. Role play areas are equipped with additional resources, such as paper and pencils and telephones to encourage children's communication skills.

Children have some really good opportunities to engage in creative activities. Water and sand are available every day for children to experiment with natural resources. They successfully pour water from jugs into long tubes to transfer it into buckets and containers and enjoy wet and dry sand to experience differing compositions. Children's creativity is evident in current plans and in the work displayed within the nursery through pictures, including the use of paint, crayons and sticking materials. They independently access additional equipment, such as scissors, glue sticks and

collage materials to add to their creations.

Children are developing well in their self help skills. They independently address their personal needs and speak confidently about the importance of washing their hands following using the toilet and before meals. However, they are not always sufficiently monitored to ensure they wash their hands and faces thoroughly. Children manage a range of fastenings, including buckles, zips and buttons competently as they change their shoes and put on coats for outside play.

Arrangements at meal times are not always used effectively to ensure these become an integral part of children's social development. Systems, including selected children moving between tables to pour drinks and lay cutlery as others are still returning from the bathroom results in a confused atmosphere where some children are unsure of what they are meant to be doing. Staff do not sit with children at small group tables to engage in discussions and the noise level rises as children call to different members of staff. Children are not sufficiently supported to develop their dexterity in becoming proficient at using both hands to use knives and forks together. A refectory style approach is taken at meal times where children choose from a range of nutritional foods before returning with their meal to the table. This increases their self-esteem as they make active choices about the foods they eat but can result in the last children waiting for long periods of time before receiving their meal. Children access drinking water as they require during the day and pour successfully from readily accessible jugs.

Children are making good progress in their physical skills and have regular access to outside play. A range of static equipment provides opportunities for children to gain control of their bodies as they confidently access the climbing frame delighting in descending down the slide. They enjoy riding wheeled toys, manoeuvring carefully around other children. A range of action games equip children with opportunities to develop their counting skills as they enthusiastically join in a game to associate time and numbers.

Attractive wall and table displays increase children's awareness of cultural backgrounds and celebrations. Interesting activities, such as a recent topic to celebrate 'Holi' increase their awareness of the world around them. Interesting outings increase their awareness of the local surrounding area. Children's awareness of the wider world is supported well. Children speak knowledgeably using a globe to talk about different countries. They know about England being an island surrounded by water and recognise this on the globe. A small group of children engage enthusiastically in a discussion about Africa and India, deserts and camels with one and two humps and successfully identify the equator on the globe to indicate north and south. Very well planned activities are appropriately supported to increase children's awareness of cause and effect. They talked eagerly about a recent water topic where they learnt about weather conditions, including rain and sleet and using ice to understand the differing effects of freezing and thawing. An interesting conversation developed about the effect of rain and sun in creating rainbows.

Children have regular access to a computer and are progressing appropriately in their use of intermediate communication technology in their play. They are encouraged to operate equipment, such as battery operated toys to develop their

awareness of how things work.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents and carers is good. Excellent information is provided about the setting and procedures for discussing and recording information about children ensures their individual needs are met well. Newsletters and open parent evenings provide opportunities for staff to share children's progress and have open discussions with parents about the care and education of their children. Parents are actively involved in sharing valuable information about what children can do at home. This is successfully incorporated when individual starting points are set for children's continued learning and development.

Children's sense of belonging is enhanced through daily contact using both written and verbal communication to ensure staff and parents are kept fully informed. Good procedures and secure relationships help children to settle. Children benefit from the staff's positive awareness of equal opportunities and inclusion of all children. Practical activities, including the celebration of cultural festivals and the inclusion of a wide range of toys and resources promote positive images of culture and disability to further assist children in their awareness of diversity. Staff work successfully with other agencies to ensure children with additional needs receive appropriate care.

Children make active choices about their play and use their imagination well to extend their awareness of the world around them. They engage in meaningful discussions about other countries increasing their awareness of climate, habitation and animals across the world.

Older children develop good relationships with peers and work well in small and large groups. They are actively supported in developing strategies to negotiate, take turns and work harmoniously with others. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of the children for whom it provides. Arrangements promote children's health and safety and they receive satisfactory levels of care appropriate to their age and developmental stages. Space and resources are organised well to enable children to move freely within their base areas and most activities are presented to capture children's interest.

Comprehensive policies and procedures, which contributes to children's well-being are established to ensure children's specific needs are fully recorded and provided for. A very good information pack ensures parents are fully informed of the service provided and clear written and verbal communication keeps them fully informed about their child's care. Secure arrangements ensure confidentiality is maintained.

Leadership and management is good. The manager receives good support from the owners and staff training needs have been identified with a clear vision for ongoing improvement. This ensures children receive appropriate levels of care and learning, which is monitored and maintained and good nursery education is provided.

Improvements since the last inspection

At the last inspection the quality of care was judged as inadequate. The nursery was required to review the organisation of space to provide increased scope for free movement and activities and to ensure quiet areas facilitated children's individual sleep patterns. They were also required to plan and provide a suitable range of activities for children under two years, appropriate to their stage of development and based on their individual needs using appropriate guidance such as the 'Birth to three matters' framework to support this.

Since the last inspection some internal alterations have taken place. The floor in the room used for children aged one to two years has been levelled to eliminate a step to a lower floor level. A sensory area with an integral ball pool has been established with features including twinkling lights which children can activate with a low level push button control. Ongoing work includes the imminent installation of low level sensory boxes accessible to children. The sensory area is used with soft lighting to provide a peaceful environment for rest and sleep. Attention is now given to ensure furniture and play resources are sited to maximise floor space to enable children to experience a range of floor and table activities with ease and freedom. All rooms are utilised to ensure children can rest and sleep peacefully. Cots and low level mattresses are available.

Staff have received training on the 'Birth to three matters' framework through an internal training session attended by all staff. The deputy manager, who is very knowledgeable in this field, is based in the area for children aged one to two years and takes overall responsibility for the implementation of the programme for children under two years. Clear planning and evaluation ensures a range of age appropriate activities are successfully provided to match children's age and developmental stages linked into the framework.

Nursery Education

At the last inspection the quality of the nursery education was judged as inadequate. The nursery was required to develop more effective use of assessments and planning so that activities, especially within the areas of listening, mark making and knowledge and understanding of the world are matched to children's individual stages of development. Staff were required to provide appropriate challenge and progression to sustain children's independent learning. The nursery was required to evaluate the programme for nursery education and provide appropriate support for staff working in this area.

In order to encourage children's mark making skills a series of low level boards have been mounted on the walls of the pre-school room. These are always equipped with a range of mediums including chalk and felt pens. This allows children to access

freely and be creative as they choose. Children are encouraged to identify their own creative work as they write their own names on their pictures. Role play areas are now supported with writing materials to encourage children to mark make as they play. The room is effectively organised to facilitate play with natural resources, such as sand and water and a range of topics are included in the detailed planning to encourage children's knowledge and understanding of the their local surroundings and the wider world in which they live.

Staff changes have occurred since the last inspection and the manager has worked very closely to support the member of staff now responsible for nursery education. They have worked effectively to improve the systems for assessments in order to link these successfully to children's individual learning. Records which track children's progress towards the early learning goals are established and are used to inform planning and identify the next steps in learning. Clear systems to monitor the quality of teaching and learning are established with detailed daily evaluation of activities to assess whether learning intentions have been met. These measures have had a significant impact on the quality of nursery education and children are making good progress as they engage in a variety of interesting and appealing activities.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

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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):

- organise bathroom routines so children are encouraged to learn about personal hygiene through the daily routine
- take positive steps to promote safety within the setting by ensuring all escape

routes are clear and the outside play area is well maintained

- improve the care for children aged two to three years by selecting resources and providing activities, play opportunities and first-hand experiences which allow children to build on their natural curiosity as learners, develop their language and mathematical thinking, use their imagination and develop social relationships
- establish a record of complaints made by parents which they can see on request.

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):

- improve children's personal, social and emotional development by re organising meal times to enable children to socialise in small groups and thus reduce the noise level. Provide appropriate crockery at all times and encourage children's dexterity in becoming proficient at using two hands for cutlery.

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