



# Kiddies World Day Nursery at Bartley Green

Inspection report for early years provision

<b>Unique Reference Number</b>	EY309893
<b>Inspection date</b>	03 April 2006
<b>Inspector</b>	Mary Kelly
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<b>Registered person</b>	Kamlesh Rani
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. 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?

Kiddies World Day Nursery at Bartley Green opened in 1993 and has recently changed ownership. It operates from four rooms in a purpose built building in Bartley Green, Birmingham. The nursery serves the local area.

There are currently 36 children from three months to five years on roll. This includes eight funded children. They attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are thirteen staff who work with the children. All of the staff have an early years qualifications to NVQ level 2 or 3. The setting receives input from a support teacher from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have daily access to a safe and secure outside area where they benefit from fresh air and exercise, contributing to their good health. Children are able to develop their gross motor skills by riding on wheeled toys, kicking balls and using climbing apparatus whilst outside and during any visits to the local park. Staff supervise children outside at all times and this maximises their safety to the full.

Children learn about good health and hygiene through consistent routines and regular discussions with staff. For example, whilst brushing their teeth children talk to each other and staff about their teeth being dirty and are able to help themselves to their individual toothbrushes on the from the wall mounted shelves. Frequent hand washing is part of the daily routine and staff portray themselves as good role models for the children to follow. Effective procedures are in place to minimise the possible spread of infections, these include anti-bacterial spray to clean tables before meal times, disposable gloves and aprons to be used for nappy changing and individual bed linen for each child.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children use a wide range of safe and good quality resources. Risks to children from broken or unsafe toys, furniture or equipment are minimised as the staff carry out regular daily checks on all equipment used. The premises are secure, this ensures that only authorised persons have entry and children are closely supervised when playing inside and outside to maximise their safety.

Children are beginning to learn about how to keep themselves and each other safe as they are reminded about simple safety rules both by staff and each other. Regular opportunities are provided for children to practise the fire evacuation procedure and this is displayed clearly, explaining the action to be taken.

Children are well protected because staff have a good working knowledge of the child protection procedures and are fully aware of their roles and responsibilities to protect the children in their care. Staff know how to recognise the possible signs and symptoms of abuse and are confident about when to put the appropriate procedures into practise.

## **Helping children achieve well and enjoy what they do**

The provision is good.

The staff provide a friendly welcome and the children enter the nursery happily and confidently. The children enjoy warm, positive relationships with the staff who demonstrate a good knowledge of their needs and routines. Staff provide various play experiences for the babies and older children as they explore different art materials including paint and sand. Children benefit from staff sitting and interacting with them whilst playing, introducing new language, using simple flash cards and demonstrating new skills.

Older children within the nursery are invited to enjoy a range of activities and show interest in what is available. The organisation of the rooms and equipment allows many of the children to independently select resources, take part in art and craft activities. Staff promote the independence of the children and guide them allowing them to have opportunities to fully explore the activities.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and early learning goals. They are deployed effectively which means children benefit from a good level of support. Children engage in a wide range of well prepared activities that challenge and excite them. They learn about themselves and the wider community through sharing their own experiences and culture, such as tasting food from various cultures, such as the noodles and spare ribs tasted by the children as part of the Chinese New Year celebration. Staff manage children's behaviour very well by creating an atmosphere that ensures the children are aware of the boundaries, with strong, consistent limits. Children have access to a stimulating range of resources that supports their learning across all areas.

All children are very keen to share their experiences with staff and the other children. They are sociable, confident and engage in conversation readily with their peers, staff and visitors. They are able to recall their activities and point out many items of interest, such as art work they have displayed in the room. They have good communication skills and staff are working well to extend the vocabulary of the children and reinforce when appropriate. Good emphasis is placed on developing children's communication, language and literacy skills, such as linking letters to sounds and being able to recognise their names. This is very well supported by staff and children are encouraged to write their own name on their pictures. Most children are able to write their names and have a good awareness of the sounds of the letters. Children's interest in books is supported through regular access to a comfortable reading area. The space available in the room is well organised and resources are laid out to promote independence and stimulate the children's interest.

Children are beginning to use mathematical language and vocabulary to describe position, shape and size. Staff use mathematics in some every day situations, however this could be consolidated by staff introducing it into activities such as snack time by counting cups and bowls and making it a fun way of calculating. Older

children count reliably up to ten and some beyond and many use language to describe and compare shape, position and size. Children show an interest in numbers and are supported in developing their skills for counting.

Children are learning about the world they live in and other living things as they discuss animals and plants. They are confident when explaining the life cycle of the frog. The children currently have limited access to many ICT resources, therefore children currently have a limited understanding of how things work and how to operate technological equipment correctly.

Children's physical skills develop and improve through a good range of experiences, including movement to music, and daily physical activities in the garden. Opportunities to support and extend older children in their physical play are continued during visits to the local park. Children show a good awareness of space for themselves and others, for example when riding the bikes outside. There are daily opportunities for the children to be creative and practise writing for a purpose for example when acting out a library situation. They show a great interest in books, accessing them independently and listening to stories.

Children are able to enjoy a good range of creative activities including painting, play dough, sand and water. They have opportunities to explore colour, texture and shapes. Many of the older children were able to inform the staff the required colours needed to make colours such as pink. They enjoy using their senses to explore a good range of materials, including many malleable materials and food tasting.

Planning is flexible, clear and covers all areas of the curriculum. There is a good balance of adult and child-led activities. Planning for group activities ensures that staff have a clear understanding of the learning intention. Staff with responsibility for children with English as an additional language have a sound knowledge of the procedures in place and good relationships with the parents. This ensures that children with English as an additional language are included in all aspects of the setting and make very good progress. Staff currently make observations and assess the progress of the children, however they need to continue to monitor and evaluate the children's assessment and development to ensure they are used to inform planning of children's future learning and adapt to suit all children's differing stages and ability.

### **Helping children make a positive contribution**

The provision is good.

All children are valued and respected as individuals, they have equal access to a good range of resources and activities that promote equality, these include, role play equipment, books and puzzles showing positive images. Children participate in a range of stimulating activities to promote their understanding of the needs of others and the wider world around them and staff demonstrate a commitment to ensure that all children are included.

Children behave very well and benefit from staff managing behaviour according to each child's age and level of maturity. Children have a good understanding of the

boundaries and respond with enthusiasm to staff praise and encouragement. They are beginning to be able to take turns, assisted by suitable adult support, they show care and concern for each other. Staff set consistent boundaries and the older children are clearly aware of the limits. The children's spiritual, moral, social and cultural development is fostered. This is done in a number of positive ways throughout the activities that are provided for the children.

Children settle well as staff work closely with parents to ensure that children's needs are met. Children's individual needs and routines of the children are discussed with parents on a daily basis. Children's progress and care are shared with parents in the form of written diary sheets, diaries, daily discussions. Parents have now got access to parents' evenings that allow discussion on the development of the children, in a relaxed atmosphere. Complaints and comments procedures are shared with parents and the nursery maintains a written complaints log, however the regulator's details need to be available to the parents, to ensure that a prompt response can be made in the event of any concerns.

#### Partnership with parents

The partnership with parents and carers is strong and a sensitive settling in procedure is in place and this individually tailored to suit the families needs. Children benefit from effective sharing of information through newsletters, daily verbal feedback, day sheets, as well as bi-annually parents' evenings. Parents are made aware of topics within the setting and this assists them to become involved in their child's learning. Parents receive helpful information about the setting, policies and procedures.

### **Organisation**

The organisation is good.

Children benefit from being cared for by caring staff who enjoy their roles and develop warm, positive relationships with the children in their care, however, the setting does have an effective manager in place, but currently has not got a named deputy. All of the environment is welcoming, due to the attractive presentation of children's artwork, and photographs which promotes children's sense of belonging and self-esteem.

Staff are appropriately qualified and recruitment and vetting procedures are thorough, ensuring staff are suitable to work with children. All required written policies and procedures are in place, and are reviewed in line with the National Standards, and available to staff, parents and for inspection purposes. Children's records are detailed and informative ensuring staff have a sound knowledge of children's needs. Overall, the needs of the children are met.

The leadership and management of the nursery education is good. This contributes to children making significant progress towards the early learning goals. Staff have a good understanding of the Foundation Stage curriculum and are all involved in planning the curriculum to ensure that the children are making rounded progress in all areas of their development. The setting have a clear vision about their aims and

objectives and are fully committed to improve the quality of care and education of all children. All staff are committed to continuous improvement and development and there is provision for individual ongoing training.

Children's care is enhanced through efficient and effective organisation. Staff implement policies and have efficient recording procedures in place to protect the children's health and well-being. Policy documents are reviewed and updated regularly and all staff and parents are made aware of any changes.

### **Improvements since the last inspection**

Not applicable, as is the first inspection for this provider.

### **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 complaints procedure includes name, address and contact details of the regulator
- ensure that there is a named deputy in post who is able to take charge in the absence of the manager

#### **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):

- extend the opportunities for children to develop mathematical ideas and methods to solve simple problems and consolidate their learning through planned activities
- continue to monitor and evaluate the children's assessment and development records to ensure they are used to inform planning of children's future learning and adapt to suit all children's differing stages and ability
- improve opportunities for children to have access to information communication technology.

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