



Whitstable Day Nursery

Inspection report for early years provision

Unique Reference Number	EY320142
Inspection date	18 May 2006
Inspector	Lesley Theresa Watts
Setting Address	Vulcan Close, Whitstable, Kent, CT5 4LZ
Telephone number	01227 274435
E-mail	
Registered person	Kindergarten Kids 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Whitstable Day Nursery is one of four settings run by Kindergarten Kids Ltd. It opened under the current management in 2005 and operates from four rooms within a modular building. It is situated on Joy Lane Junior School grounds in Whitstable.

A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 44 children aged from two to under five years on roll. Of these, 32 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs, and children who speak English as an additional language.

The nursery employs eight members of staff, of whom seven staff work directly with the children. Of these, seven members of staff, including the manager hold appropriate early years qualifications. There are currently four members of staff working towards a qualification.

The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about personal hygiene through the daily routine; for example, children automatically wash their hands before snack and after using the toilet. In addition, the spread of infection is minimised because staff remind children to cover their mouths when coughing and use a tissue to wipe their nose. Staff endeavour to sustain good levels of hygiene through the daily routine; for example, they wear gloves for nappy changing and clean tables before meal and snack time. The cleanliness of the environment is sustained because staff undertake the cleaning at the end of the day. A sufficient number of staff have up-to-date first aid training and there is an easily accessible first aid box in the kitchen. There is a clear medication policy, well-maintained accident and medication records and parent's permission to seek emergency medical advice or treatment. As a result, staff are able to act in the best interest of a child should they require medical attention.

Snack times at nursery are generally good. Children enjoy a range of healthy snacks, which include fruit, cucumber and crackers, and drinks of milk or water contributing to their good health. Children are able to help prepare the snack and they are encouraged to serve themselves. In addition, staff provide a jug and cups for children to access fresh drinking water during the session. As a result, children are beginning to learn the importance of keeping their bodies hydrated. Details are obtained about children's dietary requirements so that staff can provide appropriate food for the children; this includes details of allergies and associated symptoms. However the organisation of lunch time, including the deployment of staff, leaves children unsupported and able to swap food. As a result, children's good health and safety is potentially compromised.

Physical play is included in the daily routine. Children receive opportunities to ride bikes, cars, space hoppers and they enjoy riding on the swings and exploring the environment. However, this time is not always carefully prepared or organised to ensure that the children get the most from the activities. Vigorous physical play is infrequent because outdoor play is restricted to a small-enclosed area that is not organised to ensure activities are physically challenging for all children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is a welcoming environment for children, parents and visitors, because staff greet them upon arrival and are friendly in their interactions. The premises are safe and secure and there are effective procedures in place for the arrival and collection of children. As a result, children are unable to leave the premises unsupervised and are only collected by authorised adults.

Indoor toys and equipment are generally clean and in good condition because staff clean and check them. However, this is not extended to the outdoor equipment because there is no system for ensuring the equipment is cleaned regularly, as a result the outdoor equipment is weathered, worn and grubby.

The fire evacuation procedure is displayed and fire detection equipment is accessible around the building. Fire drills are carried out regularly and details are cross referenced to the register, as a result, all children are regularly involved in the emergency evacuation practice.

The supervisor and deputy supervisor share responsibility for child protection. They have attended relevant training and they have a sound knowledge of procedures to follow. However, some of the staff are insecure in their knowledge and understanding of issues relating to child protection, including the policy relating to allegations made against staff, as a result, children's safety is potentially compromised.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled at the nursery. Staff greet the children warmly and help them to separate from their main carer, by spending time with them and allowing children to explore the environment at their own pace. All children are cared for in a family group, the younger children benefit from close contact and support from their older peers, helping them to feel secure and play collaboratively. During the morning session, staff are generally well deployed within the setting, as a result children are well supported in the activities they choose. However, this is not consistently extended to the afternoon session. As a result, more able children become restless and on occasions begin to sabotage activities because they are bored. Toys and resources are stored within children's reach. As a result, children are able to self-select and make independent choices from a full range of toys and equipment. Staff working with younger children monitor children's progress through the use of regular observations and developmental checklists based on the Birth to three matters framework. However, there is currently no systematic approach to ensure staff identify promptly children's capabilities in order to establish where they are at in their learning, in order to build on what they already know. Staff use information gained through observation to inform their own planning for their key work children. This information is not freely available for all staff to see, for example on the notice board. As a result, there is no system in place to ensure this information is used effectively to support children in their learning when key workers are not present.

Nursery Education

Teaching and learning is satisfactory. Staff continue to develop their knowledge and understanding of the Foundation Stage in order to successfully support children as they move along the stepping stones towards the early learning goals. Observations are made on children, however, these are not used effectively to inform the planning of activities to ensure all children are sufficiently challenged. In addition, the current system of planning, including that for outdoor play, does not ensure the curriculum covers the breadth of the Foundation Stage. Consequently, children are not consistently afforded regular opportunities to participate in activities covering all areas of learning and much of the teaching is incidental.

Children are happy, confident and settled. Children are developing appropriate levels of concentration and are able to sit quietly and listen when required. However, on occasions, poor staff deployment results in children not receiving adequate support. As a result, children sometimes use resources inappropriately, for example, throwing toys on the floor and disrupting other children's activities.

Children receive good opportunities to build up a repertoire of songs that they sing with vigour and enjoyment, both spontaneously and during planned sessions. In addition, children are able to recall songs with clues provided by staff during circle time. They receive opportunities to recognise their own names as part of the daily routine; for example, children self register as they arrive at the setting and find their name at snack time. There is a satisfactory range of books within the setting, and children clearly enjoy listening to stories and know how to use the books correctly. However, poor staff deployment in the book area results in children not making effective use of the books. Children are afforded regular opportunities within the setting to mark make, however, writing for a purpose in the context of role play is not regularly available. As a result, opportunities for children to further explore writing skills are limited.

Counting is a regular feature of the setting; for example, children use number language during singing and play. Simple calculation is successfully introduced through songs and children receive regular opportunities to recreate patterns through practical activities, for example through the use of pegs and boards. Children explore space and shape by taking part in construction activities and completing puzzles. Children have a clear understanding of the routine and are gaining a sense of time as staff talk about what is happening next. In addition, children are able to recall past events and recognise similarities between nursery and home, for example, upon looking at a CD Rom disc, children are able to recall songs from their own CDs at home. Children receive good opportunities to develop their awareness of information technology, for example, children clearly enjoy using the nursery computer, where they are developing control of the mouse and are able to manage simple programmes successfully. The range of available programmes provide children with opportunities to link sounds to letters, identify numbers as they complete a painting by number programme and explore the wider world, as they enjoy identifying animals from Africa and listen to factual information about these animals. In addition, children have access to a small range of programmable toys, which provides them with opportunities to begin to understand how things work.

Children receive opportunities to use a range of tools and materials that promote their small muscle skills, such as paintbrushes, threading, scissors, dough and rollers. Many activities are spontaneous and organised around children's interests, for example, children ask for the sand and self select bottles of liquid paint as they make and create their own pictures. There is an imaginative play area where children can engage in pretend play, including dressing up and caring for their babies. However, this area is not well planned and carefully prepared to extend children's imagination, for example, the range of available resources are stored in boxes that are somewhat jumbled and unattractive.

Children are independent. They pour their own drinks, help prepare snack time, and manage their own toileting needs. Systems to encourage independent self-selection continue to evolve, enabling children to plan their own play and make choices, for example, children independently refill the paint trays. Children sit together in groups and are confident speakers; for example, they discuss what they did at the weekend, sing in a group at circle time and call out answers to questions. Children enjoy sharing words that rhyme and call out with enthusiasm their own contribution, for example cat and bat, cake and rake.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting where they settle quickly and are keen to embark on a range of activities. Relationships are evolving between children, their peers and the staff. As a result, children are generally happy and approach adults with ease. Staff are positive in their interactions, engage with children and endeavour to treat the children with equal concern. The celebration of festivals from around the world and access to a range of toys and resources that reflect the diversity of society in a positive way, provide children with opportunities to learn about difference in culture, belief, tradition and disability.

Children with special needs are welcomed into the nursery to play alongside their peers. The special needs co-ordinator continues to develop her knowledge and understanding of the code of practice and she liaises appropriately with outside agencies to promote positive outcomes for children. Children's spiritual, moral, social and cultural development is fostered.

Overall, children are generally well behaved and procedures for managing unwanted behaviour take account of children's ages and stages of development. However, on occasions, the environment is not carefully prepared and staff are not deployed effectively. As a result, children become distracted, leave activities prematurely and on occasions, use the resources inappropriately resulting in incidents of minor conflict.

Partnership with parents is satisfactory. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and staff to enhance their children's learning. In addition, regular newsletters ensure parents are kept updated with important information relating to the daily operation of the setting. Although parents are provided with access to their children's developmental records,

they do not receive sufficient information about the Foundation Stage curriculum. As a result, parents are not well informed of their children's educational programme. A key worker system is in place, and most parents of nursery children know their child's key worker and most are aware that the nursery has in place policies and procedures. However, some parents are unfamiliar with the policies and procedures implemented following the change in ownership.

Parents of younger children benefit from a daily contact diary, which supports communication and keeps parents informed of their children's day at nursery. Although the staff are implementing the Birth to three matters framework, as yet, parents are not familiar with this.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides. The provider is able to show that all adults working at the setting have undergone checks to establish their suitability and at least half of the staff team are qualified early years practitioners. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

Overall, the daily routine is generally well balanced to include quiet time, playtime, meal times and physical play. However, at times during the day, the poor organisation of some activities and ineffective staff deployment results in children being left unsupported. As a result, children lose interest, use resources inappropriately and display unwanted behaviour.

All mandatory documentation and consent forms are in place and completed correctly, and the nursery policies are up to date and reflect recent changes in legislation. The system of storing records for the safe and efficient management of the setting are satisfactory and ensure confidentiality is maintained. Recruitment and selection procedures are undertaken by the owner of the setting, who takes full responsibility for ensuring systems for the recruitment and selection of new staff are rigorous and robust.

Leadership and management of the setting is satisfactory. The supervisor and deputy demonstrate a strong commitment to improve the quality of care and education within the setting. Systems for monitoring the quality of the nursery education provision and evaluating its impact continue to evolve; as a result, weaknesses are being identified with a view to instigate change. Staff continue to develop their knowledge and understanding of the Foundation Stage curriculum. This includes implementing new systems for assessing regularly what children know, understand and can do, and using this information effectively when planning activities and evaluating the impact of the nursery education. The nursery supervisor and deputy continue to work closely with other agencies to improve the quality of education provided in the setting; this includes further training for all staff.

Systems for monitoring, reviewing and evaluating practice throughout the nursery continue to progress. Planning is not yet fully effective because although

observations are used to inform it, the information recorded lacks detail and purpose. In addition, there is no system in place to ensure that all children's development records are kept up-to-date. As a result, there is no systematic approach to ensure gaps in children's learning are identified promptly.

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

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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 satisfactory.

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):

- develop rigorous systems to ensure outdoor toys and resources are maintained to a good standard of cleanliness
- continue to develop knowledge and understanding of issues relating to child protection to help keep children safe.
- re-organise the sessions so that all children are suitably challenged and the routine meets their needs according to their age and stage of development.
- improve the organisation of meal times so that all children are adequately supported and their needs met
- implement rigorous systems to monitor, review and evaluate practice throughout the setting in order to improve the quality of care and nursery education provision and evaluate its impact [also applies to nursery

education]

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):

- continue to develop the system of planning and assessments, to ensure information gained through observation is used effectively to inform the planning and identify children's next steps in learning and ensure that the planning, including that for the outdoors area, covers the breadth of the Foundation Stage curriculum [also applies to care]
- improve the partnership with parents to meet the needs of the children, including details of policies, procedures and information about the educational programme [also applies to care]

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