



Kids Inc Day Nursery

Inspection report for early years provision

Unique Reference Number	EY304905
Inspection date	29 September 2006
Inspector	Janette Mary White
Setting Address	West Village, Bluewater, Greenhithe, Kent, DA9 9SE
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Registered person	Select Enterprises (South East) 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?

Kids Inc Day Nursery is one of six nurseries run by Select Enterprises PLC. It is a privately run and managed provision and opened in 2005. It operates from five rooms in a purpose-built building. It is situated in the grounds of Bluewater Shopping Centre in Greenhithe, Kent. A maximum of 102 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 64 children aged from seven months to under seven years on roll. Of these 11 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 14 staff, of these 12 staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow consistent procedures and practices which meet the children's physical, nutritional and health needs. Staff support children and their guidance helps them to gain an effective understanding of hygiene and a real desire to become increasingly independent in their personal care, such as going to the toilet and dressing themselves for outdoor play. Although, sometimes resources to aid children's independence are not always available. For example, at snack or lunch times, drinks for some children are provided in jugs which are too large for them to lift by themselves. Children are aware of good hygiene through planned activities and the daily routine. For example, they know when and why to wash their hand and wipe noses, because staff explain the importance of doing so. Staff wear disposable gloves and aprons during nappy changes, which helps to protect very young children and babies from cross infection.

Children explore, test and develop physical control in stimulating daily indoor activities. Although, some children do not have frequent opportunities for outdoor experiences or to go for walks. Staff have a knowledge of each child's stage of development. Their varied range of understanding means all the children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. For example, children are excited when playing in the outdoor area with bikes, pushchairs, climbing frames and slides. Older children develop a positive attitude to physical exercise. They delight in the challenges of a positive range of activities, such as looking at books, making models with small bricks and dressing up for role play.

Children ask for a drink and they have easily accessible drinking water throughout the session. Younger children and babies are offered regular drinks. All children enjoy fresh fruit and vegetables. Lunch meals are well balanced and take account of the individual and cultural needs of all children. Very young children and babies are beginning to learn about healthy eating as they sit together and receive support from staff who encourage them as they eat. Older children are able to talk about 'good' and 'bad' foods. For example, they know fruit and vegetables are good and sweets and crisps are bad. Topics and regular discussions on healthy foods contribute significantly to children's understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy the freedom to move around and play within safe boundaries. This is because staffing ratios ensure good levels of supervision and physical boundaries have been designed to ensure the safety of children of all ages and stages of development. A maintenance person is available to address any safety issues efficiently and toys and resources are checked regularly. Good safety and security procedures are in place. For example, an intercom system is installed,

visitors are challenged and their details recorded. Children's safety is promoted on outings through ongoing risk assessment and activities, which promotes their understanding of how to keep safe. The emergency evacuation procedure has been recently practised with children, although some staff are less aware of the frequency of fire drills.

Children benefit from a range of safe, developmentally appropriate equipment and resources. Child height furniture encourages independence and staff ensure even very young children begin to understand how to keep safe when accessing resources. Risk assessments help to identify broken equipment and resources, such as broken chairs. These chairs are stored in a room used by older children. Sleeping babies are monitored effectively by regularly checking them. Older children have safety in mind and can recall incidents, such as knocking into others when running, to help them avoid accidents in the future. Children extend this awareness through role play opportunities where they use language, such as 'put your 'Bob the Builder' helmet on when mending the table or otherwise you will hurt yourself'. Staff encourage children's understanding of safe practices, for example, by reminding children not to run inside. Children are reminded to 'march like a soldier' and not to run to the outdoor area. Children learn about taking responsibility for their own safety because staff plan appropriate activities. Children's welfare is supported through developing child protection policies, based on the Local Safeguarding Children Boards. Senior staff have not attended recent child protection training. Parents feel their children are safe and well care for.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages and stages of development enjoy a range of acceptable activities, resources and experiences within a caring environment. Babies enjoy the benefits of lots of cuddles and close contact with staff and have secure relationships with their key workers. Even babies new to the nursery are settled and content, because staff spend much of their time playing and talking with them. The setting uses Birth to three matters framework. Babies enjoy the colours, sounds and feel of interactive toys, which they explore with interest and concentration. They develop early communication skills, because staff use routines, including nappy changes and meal times, to engage in warm verbal contact with them.

Children have sound relationships with staff and are not afraid to ask for support or a cuddle. They are beginning to show interest and involvement in a range of accessible activities. Staff have a sound understanding of the range of experiences required to enable babies and children to make progress using their senses and creative abilities. These include musical activities, which promote opportunities for children to explore rhythm and sing action songs, such as 'I am a marching soldier'. Easily accessible books help to develop children's imaginations and communication skills. Investigation through resources including paint, water and sand encourage all children to represent their experiences and ideas, and make connections as they play. Pre-school children take part in outings. For example, they walk around the lake and talk about nature or the small model boats floating on the lake. Older children being cared for in the after school group enjoy their time at the end of the school day when they can relax or be active in accordance with their needs and interests.

Nursery education

The quality of teaching and learning is satisfactory. Children are making positive progress towards the early learning goals. This is because the majority of staff working with them have satisfactory knowledge of the Foundation Stage. Although, staff do not always use children's observations to assess their individual needs and learning. Staff contribute to the planning of activities. However, differentiation within the planning is not clearly understood by all staff. In addition they do not establish children's starting points to make the future planning more relevant. Some activities provided for children help to develop what they can already do. Activities are evaluated to help staff focus on the success or to consider improvement for the future.

Children show a sense of belonging as they learn and play together. Most respond to challenges and are generally engaged in meaningful activities. Children are friendly and their confidence is growing as they share their ideas and experiences. They use a variety of resources to make marks and some are able to write their names using correctly formed letters. They are developing a sense of time and begin to differentiate between past and present experiences. For example, they talk about what happened at home and birthday parties they have been to. They enjoy musical instruments and engage in action songs and circle games. They have access to a range of books. Children are gaining confidence with numbers and counting. However, staff do not always provide everyday opportunities to engage the children in simple addition and subtraction concepts. For examples, when setting out chairs or cups at snack time.

Children learn about the similarities and differences between themselves and they show an awareness of change, for example, the changes in the weather. They use language, such as 'bigger' to describe what they see and use their imagination as they act out scenarios through resourced role play opportunities. Children are developing hand eye co-ordination. Some are very competent with using scissors. Other children are able to click and drag the mouse as they follow simple instructions on the computer. Although, the computer is not well used as the children are only able to use the 'clip art' program. Use of the outdoor areas ensures children's developing physical skills are regularly promoted. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting from a variety of ethnic backgrounds. They are beginning to develop a positive attitude to others because staff ensure resources and activities promote positive images of equality and diversity. Children with learning difficulties and disabilities are included in all experiences. Their needs are addressed in partnership with parents and outside agencies. All children are generally sociable and take part in all experiences. Examples of positive images are displayed in the main rooms, this provides children with daily opportunities to develop a balanced view of society.

Babies and young children show a sense of belonging because they are regularly acknowledged and affirmed by staff. They develop self assurance and confidence when making choices and seeking comfort or help. They already show care and concern for others, for example, by 'tiptoeing' silently through a room where younger children are sleeping. Young children attempt

to feed themselves and freely communicate the word 'ta' to staff as they eagerly await their meal at the table.

Partnership with parents and carers is satisfactory. There is a complaints policy. The provider has a sound understanding of the policy for parents to make a complaint. There are systems in place to ensure that information is shared with parents in order to support children, the babies have contact diaries which record daily information about their routines. The parents of older children receive information verbally. Parents are offered a sufficient variety of information on the Birth to three matters framework and on the Foundation Stage curriculum, including planned activities and examples of the children's work which can be taken home or is on display. There are some opportunities for parents to provide information regarding their child's development and progress. There is a system in place to ensure parents have access to their child's records, although this system does not include a clear procedure on confidentiality regarding their child's record.

Children's spiritual, moral, social and cultural development is fostered. They have sound relationships with members of staff and other children. Positive behaviour is promoted and children benefit from the acknowledgement of some basic ground rules. Older children help to devise ground rules and most are generally well behaved. However, in some of the rooms the group rules are not promoted in a way to enhance children's independence and self help skills. Children are encouraged to care for toys and each other and to take turns and share. They are cared for according to parents' wishes which helps to build their confidence.

Organisation

The organisation is satisfactory.

Most staff, including the managers, are appropriately qualified and vetted, and children are never left alone with unvetted persons. Staff are inducted and their professional development is addressed during regular appraisals. Records identify future planned training events. This means children's care and learning, safety and wellbeing are promoted. Staffing ratios meet with requirements and children have space to move around and make choices as they play. Toys and resources are organised to encourage safe easy access for all children. Policies and procedures contribute to the safe management of the provision and help to promote children's welfare, care and learning. Records of attendance do show clear arrival and departure times for children and staff.

The leadership and management is satisfactory. Staffs knowledge of the Foundation Stage is sufficient they are committed to the integration of care and nursery education. This helps the children's learning and works towards the continuing improvement of the provision. The manager and most staff have a sound understanding of child protection issues and an appropriate knowledge of what action to take if they have concerns about a child in their care. However, some staff are not fully familiar with all of the procedures. Not all staff are aware of the lost children procedure. The provider is continuing to improve the recruitment and vetting procedures in line with recent changes in regulations. Staff work together to include all the children and promote the inclusion of children for whom English is an additional language by acknowledging their cultures and identity. All actions and recommendations from previous inspections have

either been met or are continuing to be addressed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspections highlighted three actions to; develop staffs understanding of the Foundation Stage curriculum, and ensure teaching methods are in place to provide sufficient challenges to help children make progress. In addition to review the daily routine to allow for flexibility, spontaneity and to encourage children to make choices in their play and learning. Ensure that there is a system for monitoring children's progress by identifying what they can already do, their next steps and encouraging parents contributions.

The previous inspection highlighted four recommendations to; ensure hygiene routines are maintained throughout the nursery, ensure the strategies for managing children's behaviour are consistent and age appropriate, ensure all staff are aware of their role and responsibilities within the activity rooms and develop the methods of communication within the nursery, to review and extend the range of toys, resources and include positive images of diversity, and ensure these meet the developmental needs of all children.

Since the last inspection; they are working closely with the Local Authority and have developed staffs understanding of the Foundation Stage curriculum and ensure the teaching methods provide sufficient challenges to help children make progress. They have develop systems to review and monitor communication within the nursery, and ensure all staff are aware of their role and responsibility. They have extended the range of toys and resources to meet the developmental needs of all children, including promoting positive images of diversity. There are age appropriate strategies in place to consistently manage children's behaviour, and there is a system to include hygiene routines throughout the nursery. In addition they reviewed the daily routine and include flexibility, spontaneity, and encouraging children to make choices in their play and learning. They have implemented a system to consider children's progress and their next steps. These records are shared with parents and there are some opportunities for them to identify what their child's can already do and to contribute to their progress record.

As a result, children have opportunities to choose activities which meet their own interest and play with a wider range of toys and resources. This is achieved through providing sufficient challenges for the children. Children and staff are aware of the group rules in order to manage a consistent approach to children's behaviour. Parents have an understanding of the key worker system and how their child's progress is monitored and recorded through the Foundation Stage, and Birth to three matters. This is achieved through sharing records with parents and providing some opportunities for them to contribute to their child's progress.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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:

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):

- provide more opportunities for parents to contribute to their children's assessments and progress.
- continue to develop staffs understanding of the procedure to be followed in the event of a child being lost.
- continue to develop staff's understanding of the child protection procedures regarding allegations of abuse made against a member of staff or a volunteer.

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 the system for children's observations to assess their individual needs and learning.
- establish a starting point when children first arrive to make the future planning more relevant.
- ensure that planning takes account of differentiation and extends learning for less and more able children.

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