



# Kiddiecare Day Nursery Limited

Inspection report for early years provision

<b>Unique Reference Number</b>	EY268102
<b>Inspection date</b>	26 June 2006
<b>Inspector</b>	Debra Elizabeth Jean Dahlstrom
<b>Setting Address</b>	Off Grange Lane, Winsford, Cheshire, CW7 2BP
<b>Telephone number</b>	01606 869324
<b>E-mail</b>	
<b>Registered person</b>	Kiddiecare Day Nursery Ltd
<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?

Kiddiecare Day Nursery is one of two nurseries run by Kiddiecare Plc. It opened in 2003 and the pre-school and out of school care commenced in 2006. The setting operates from four rooms in a purpose-built building situated in the grounds of the Verdin Exchange in Winsford.

A maximum of 71 children may attend at any one time. All children have access to secure, outdoor play areas.

The nursery is open each weekday from 08.00 to 18.00 all year round. The pre-school operates term time only from 09.15 to 11.45 and again from 12.30 to 15.00. The out of school provision operates term time only from 08.00 to 08.45 and again from 15.15 to 18.00. The holiday club may operate during school holidays and will operate from 08.00 to 18.00.

There are currently 77 children on roll and of these 19 children receive funding for nursery education. The nursery serves children from the local area. The nursery currently supports a number of children with learning difficulties or disabilities.

The nursery employs 15 staff of which 11, including the manager hold appropriate early years qualifications. The setting receives further support from an early year consultant.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Opportunities for children to take exercise daily are in place to promote their physical health. Older children comment upon the effect of exercise on their bodies and they notice they are 'hot' after active play. Children readily access an attractive outdoor area. They enjoy physical activity, as they move confidently and freely in a range of ways. Older children kick balls, successfully ride their bikes as they negotiate around others in the playground. They throw and catch bean bags with varying degrees of success and call out with pleasure to show their friends. Younger children are assisted in developing walking and crawling skills as staff carefully position toys and play materials which will interest and challenge them. Older babies reach up for the mobiles, or lean forward to view themselves in the mirror.

Children are encouraged to stay healthy. They learn about dental care, clean their teeth after meals and know that sleep and drinking milk helps them grow. Generally effective hygiene practices in place ensure staff promote children's well being and reduce risks of cross infection. From an early age children are beginning to learn about hand washing as part of the daily routine. Younger children usually use flannels to wipe their hands prior to and after meals and snacks. Children are becoming increasingly independent, they feed themselves, use tissues to wipe their noses and dispose of them safely. Staff support children well with their individual toileting needs. A number of staff hold qualifications in basic food hygiene and clear written systems are in place for the administering and recording of medication, to maintain children's good health.

The setting has achieved a certificate in dental care, as all snacks and drinks are sugar-free in order to promote children's dental health. Children enjoy their food, they benefit from a number of homemade meals at lunch time, however, the menu also includes an equal number made with processed foods. Therefore children are limited in the range of healthy options available to them at meal times.

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

The provision is good.

Children experience a clean and welcoming environment, where there is plenty of space for them to move around freely and play safely. Bright and colourful rooms, which are well ventilated with large low level windows for children to look out from, make this an attractive setting for children. Blinds to help control the temperature in hot weather also add to children's comfort. Children have access to a range of clean, safe play materials. Toys and equipment are varied and of good quality and as such are suitable for different ages and abilities, meeting children's needs effectively.

Children are secure and well supervised. Electronic key pads and vision panels enable staff to effectively control access to the building to keep children safe. Strong and effective procedures are in place, ensuring regular checks are carried out on utilities and on-going risk assessments keep children safe. Staff are vigilant in ensuring any potential risks are minimised. For example, children are given additional support when using the ramps leading to the garden or guidance when using tools such as scissors. Children are beginning to take responsibility for keeping themselves safe, they help tidy away, they carefully park their bikes in the designated areas outdoors and they hang up coats fallen that from their pegs.

Staff have a clear and strong commitment to protect children from abuse and have a good understanding of child protection procedures. The designated person ensures they update their knowledge through relevant training.

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

The provision is good.

Children benefit from warm and caring relationships with staff. Staff support children's emotional well being, offer, cuddles, encouragement, use smiles and speak to the children in gentle tones. Children can carry with them 'toy comforters' from home. These are positively included in the children's play. Staff are involved in children's activities, they spend time listening and talking to them. As a result children are happy, confident and secure in their care and their language is promoted. Staff often repeat the sounds babies make giving prolonged eye contact and warm expressions thus encouraging them in finding their voice.

Children are involved in a broad range of activities and spontaneous events, which supports their learning and development. Skilful intervention from staff encourages children to think and make connections. Children learn to explore and investigate using their senses as they feel the textures of the brightly shredded paper shredded, sift sand and pour and scoop loam soil in shallow trays. Staff have knowledge of the Birth to three matters framework to inform their planning and practice and this has a positive effect on the quality of children's learning.

## **Nursery Education**

The quality of teaching and learning is good. Staff have a good knowledge and

understanding of the Curriculum guidance for the foundation stage and early learning goals, which is reflected in the wide range of varied and interesting activities planned. As a result, children make good progress.

The staff team work well together and are developing the planning and assessment systems. Planning is flexible to meet the children's interests. Activities are evaluated, however, there is no consistent approach to ensure how the next steps are identified for individual children's learning.

Children are settled and happy due to the kind and welcoming staff. Children are engrossed in a wide range of purposeful and developmentally appropriate indoor and outdoor activities, which provide good levels of challenge appropriate to their age and stage of development.

Children form strong friendships, they learn about sharing and resolving conflicts through negotiation and turn-taking, thus showing concern for others. They show curiosity and are confident and eager learners, they are particularly keen to share with others what they have learned or achieved. For example, children call over to their peers to come and see the seeds and sunflower pots.

There are good opportunities for children to recognise and identify the meaning of words and numbers around the setting, through the interactive number lines and signs that are attractively displayed. Staff at circle time sing number songs and use matching and number games to reinforce children's learning. Children can count to five with many counting beyond 10.

Children's enjoyment of stories is significantly enhanced as they are very good storytellers. They handle books with extreme confidence, they hold them out and point to the pictures and print as they re-tell the story to the group. They clearly understand the format of a story, that it has a beginning and end. The story tellers hold the attention of the rest of the children who contribute when asked questions about happens next. Children know about authors and illustrators and comment upon their favourites. Children use marks readily to represent their ideas on paper, which contributes to their confidence, emergent writing skills and language development. They use recognisable letters and sound out their name. 'T is for ..' said one child pointing to himself and reciting his name.

Children are learning about their environment as they are plant seeds or tend to their herb garden, they water the pots and can identify some of the plants and the smells they give off when picked. Children enjoy using technology, such as the computer. They are happy to explain how the program works and use the mouse and key board with considerable skill. Children also have access to electronic games and a newly acquired metal detector. Children have a special bear at the setting called Rooney. Rooney Bear is invited to go home with children, to join in their activities and also go on holiday with them. Thus providing good opportunities for children to learn about the wider world.

Children enjoy a good range of stimulating and challenging creative activities which promote and extend their learning. They are spontaneous, they build easily recognisable models of spectacles and belts with construction kits and wear them.

Children have rich imaginations. As a small group they plan a picnic and prepare what is needed and how it should be carried. They then carefully set it out with individual place settings for each member of the group.

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

The provision is good.

Children have equal access to the play activities, ensuring that they are all respected and included. Staff are knowledgeable about the children's individual needs, they support children and encourage them to try new things. As young children show their preferences staff build upon this and assist children in their development. Children with learning difficulties and disabilities receive appropriate care and education from staff, who liaise closely with the children's parents, carers and other professionals to ensure that their needs are met.

Staff support children's behaviour very well, they give children plenty of praise and guidance for their efforts and achievements. Therefore children's confidence and self esteem is consistently promoted. Staff place great emphasis upon acknowledging children in what they do. At tidy up time, for example, a group of children readily help to put away toys and materials and staff ensure each child in turn is thanked individually by name. Children are valued and made to feel important, they in turn feel successful and can contribute to the effective running of the setting. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents and carers speak positively of the service that they receive and the progress their children are making. Staff ensure that all parents and carers of children know how their children are progressing and developing through regular informal discussion and newsletters. This generally effective communication between parents, carers and staff helps to promote children's welfare, safety and learning. Some information about the Foundation Stage is displayed around the setting and this is discussed with parents. However, written information about areas of learning for the Foundation Stage for parents to take away is limited. The settling-in policy helps children to be reassured and feel that they belong. Parents' and carers' views about their child's needs and interests are actively sought before the child starts at the setting and on a regular basis throughout their time there.

### **Organisation**

The organisation is good.

The leadership and management is good. The partnership between the provider and manager is particularly strong and effective. All staff have a full induction, this means that they have a secure understanding of their roles and responsibilities and those of others in caring for children. Clear, effective recruitment and vetting procedures ensure that the staff members appointed are suitably qualified and or experienced and have a child-centred approach. Regular appraisal systems ensure that staff's development and training needs are met. Weekly room meetings and occasional full

staff meetings ensure that staff work well as a team and in a consistent manner.

There is a clear management structure in place which contributes to the smooth running of the setting. The good ratios of qualified and experienced staff significantly improves the quality of care and education for all children. Staff work with the children effectively as the key worker system is clearly established. The environment is well organised to enable children to move freely between different work areas, successfully extending their ability to make informed choices and exert their growing independence.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the provider agreed to meet three recommendations to improve children's safety and welfare. The provider has increased the range of toys and play materials for children, as staff regularly update the manager as to what is needed. The fire doors leading to outdoor play are closely monitored to ensure they do not present a hazard to children. The register in the baby room is completed.

### **Complaints since the last inspection**

Ofsted received concerns in relation to National Standards, 6 (safety), 7 (health) and 11 (behaviour). Ofsted contacted the provision. The provision submitted an investigation response regarding the concerns raised. Ofsted is satisfied with the investigation response and the provider remains qualified for 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.

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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):

- consider how the balance of healthy food options can be improved.

### **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):

- consolidate how you evaluate the activities and use this information to plan for individual children's next steps
- consider how more information is made available to parents about the Foundation Stage and the areas of learning.

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