



Kinderkare Nursery

Inspection report for early years provision

Unique Reference Number EY318340
Inspection date 22 May 2006
Inspector Lynn Masterman

Setting Address Kinderkare, 247 Sandringham Road, Doncaster, South Yorkshire, DN2 5JG
Telephone number 01302 349499
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Registered person Kinderkare Private Day Nursery Limited
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?

Kinderkare Nursery is privately owned. It registered in 2005 and operates from four rooms in adapted premises. It is situated in a residential area of Doncaster. A maximum of 45 children may attend at anyone time. The nursery is open each weekday from 07.30 to 17.30 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged from birth to under five years on roll. Of these

19 children receive funding for nursery education. The nursery serves children from the local and wider community.

The nursery employs 13 staff. 11 of the staff, including the manger holds appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have the opportunity to develop and observe good hygiene practice through a range of activities, which are part of the daily routine. They are familiar with the appropriate hand washing procedures and are encouraged to manage their own personal hygiene. For example, children wash hands before eating and after visiting the toilet. Appropriate procedures ensure sick children are comforted and the risk of infection to other children is minimal. Signs and symptoms are promptly recognised and parents are informed.

Children are beginning to understand the importance of a healthy diet. For example, children know calcium is good for you. It helps to keep teeth and bone healthy. This helps to promote children's awareness of a healthy lifestyle. They enjoy a balanced range of nutritious meals and snacks, which take into account children's dietary needs and parent's wishes. However, the opportunity to access to fresh drinking water is not always available.

Children have the opportunity to participate in a suitable range of physical activities, which contribute to their good health and well-being. They show enthusiasm and are eager to access to the outdoor equipment available. For example, climbing frames provides the opportunity for climbing, crawling, taking turns, negotiating space and obstacles successfully. This contributes to the development of their gross motor skills. Staff make use of action songs and simple ring games, which help children to gain confidence and use their bodies in different ways.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in secure premises and good security systems ensure access to the premises is carefully monitored. They are able to move around freely, safely and independently. Staff carry out a suitable range of safety monitoring as part of the daily routine to ensure the premises remain safe. Children are beginning to understand the importance of keeping themselves safe and following procedures. For example, children were able to relate the fire evacuation procedures of the setting and the meeting point outside the premises. Risks of accidental injury to children are minimised because staff are vigilant and children are well supervised at all times. For example, staff are positioned near the gate when children are playing outside. This ensures children are safe and secure.

Children have access to a good range of play resources which are age appropriate, clean, well-maintained and meet the required safety standards. Resources are checked on a regular basis to ensure their safety. Play resources are stored at child height and can be accessed easily.

Children are appropriately protected as the staff have a satisfactory understanding of their role and responsibilities with regards to child protection matters. They have a clear understanding of safeguarding children procedures and recognise the signs and indicators of child abuse. There are suitable child protection systems and policies in place. This ensures that children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies receive cuddles and respond to staff with appropriate facial interaction. They warmly respond to babies' actions, expressions and gestures. For example, a member of staff playfully pointing to baby's nose, eyes mouth and hair as the child explored her facial features. This helps children to have a sense of belonging and develop meaningful relationships. Babies have access to a variety of activity based and sensory play resources. However, the opportunity to develop their exploration and sensory skills using natural materials are not fostered appropriately. Young children are encouraged to feel valued and important. For example, staff telling stories and naming familiar items. This helps children to become aware of language and make links with home. Staff encourage young children to develop social skills with their peers and adults. For example, children are encouraged to share and be kind to each. They freely use bye-bye gestures when known adults are leaving.

Children aged two to three-years-old arrive at the setting happy and relaxed. They receive a warm welcome and are eager to play and explore the environment. They interact well with staff and their peer group, which helps to foster children's sense of trust and confidence. They have a sense of belonging and are familiar with the daily routine, for example, they know where to hang coats and to tidy away toys. Children are able to make informed choices about their play and choose from a suitable range of activities, which provide sufficient challenge and the opportunity to explore a variety of different experiences. For example, children know it is spring time because the flowers are starting to grow and the leaves have stopped falling off the trees. This helps to develop their awareness of the environment and the changing seasons. New children are helped to settle by sensitive and caring staff. Appropriate procedures ensure children settle at their own pace and any distress is minimal.

Snack time is a social occasion for the group. Children are eager to join in and interact with each other and staff. They are encouraged appropriate social skills, for example, saying 'please' and 'thank you'. However, not all children have the opportunity to be involved in the organisation and delivery of snack. Younger children become restless and wander away from the group. This results children not having the opportunity to develop appropriate social skills and independence.

Children's work is displayed around the room and they are able to recognise their own work. For example, children are able to identify their own pictures and talk about

their drawings. This results in developing children's self-esteem and sense of pride in their achievements.

Nursery Education

The quality of teaching and learning is satisfactory. This ensures children progress appropriately in most areas of their learning. They have a balanced knowledge of the early learning goals and use opportunities to extend children's learning and build on what children know and understand. For example, children know seeds are planted in the ground, which grow into flowers and need water and sunshine to help them grow. This helps children to develop an awareness of the growth and the environment. Planning is a team effort and staff are beginning to make use of long, medium and short term planning to assess children's learning against the stepping stones, however, they do not make use of children's assessment records to help plan the next stage of learning.

Children show a strong sense of belonging as they greet each other on arrival. They are sufficiently confident and assured to work and play independently or in small groups. They show an interest in a range of purposeful, first hand activities and respond appropriately to challenge. However, there are limited opportunities for children to select and carry out activities independently. This does not help children to become independent learners and manage their own play.

Children are good communicators and speak confidently. They are able to express their own needs. For example, 'I need to go to the toilet'. They are developing good relationships and show care and concern for others. For example, 'shall I show you how to mix paint'. Children listen to stories attentively. They are able to predict the next stage and able to relay the story in their own words. This helps develop their listening and communication skills.

Children have satisfactory levels of curiosity, imagination and concentration. Staff use physical play to develop their imagination and concentration skills. For example, children devised their own game using balancing beams. They had to walk across the beams without getting their toes wet or falling into the shark-infested water. They were encouraged to put the beams at different angles and levels. These help children to move their bodies appropriately and experience different levels of challenge.

Children are beginning to recognise numbers. Staff support children to count up to 25, to recognise shape and solve number problems. For example, children use comparative size and positional language independently when making patterns using circles, squares and triangles. Staff make appropriate use of opportunities for calculation through nursery rhymes and routine activities. For example, how many chairs do we need. Children self-select and care for books appropriately, they are beginning to show interest in print, however, have few opportunities to write letter shapes and use writing for a purpose.

Helping children make a positive contribution

The provision is satisfactory.

Children are very happy and content and are showing a strong sense of belonging. They are familiar with daily routines and form good relationships with each other and staff. Children receive an individual greeting from friendly, familiar staff and are eager to play and explore the environment. They feel good about themselves because staff know them well and show that they are interested in what they do and say. This results in children being independent and feeling safe and secure, through which they develop self-confidence, a belief in themselves and healthy self-esteem.

Babies receive lots of cuddles and bond well with their key worker. Staff have taken time to get know their routines and have worked in partnership with parents. For example, staff know when babies are ready for nap, their comforters and how they rest well. This ensures children's individual needs are met and routines link with home. There are appropriate steps in place for children moving into the larger room. Parents are informed and children are accompanied by staff. The settling in process is based on children's individual needs. This ensures children are appropriately supported and children are settled successfully. This results in children developing a sense of belonging as they move onto their next stage of learning.

Children's awareness of equal opportunities is fostered appropriately. They are beginning to learn about cultures and beliefs through discussion, daily activities and planned topics about celebrations and festivals in the wider world. For example, children have celebrated St Patrick's Day. Staff ensure resources are used appropriately to reflect the wider community. This positive approach fosters children's spiritual, moral social and cultural development.

Children are well behaved. There is a consistent approach to the management of children's behaviour. For example, children have a clear understanding of the guidelines for acceptable behaviour within the setting and how their behaviour affects others. This helps children to take responsibility for their own actions. They are encouraged to share, be kind and listen to each other. For example, older children help younger children who are struggling to put their coats on for outdoor play. This helps children to have respect and develop a sense of trust. Staff praise children for their kindness and achieving set tasks. They are rewarded with smiley faces and achievement stickers. This helps to promote positive behaviour.

Partnerships with parents and carers are generally good. Most parents feel they are kept well informed about their child's care. They are provided with a good range of information regarding the setting. Staff make time to talk to parents daily so that they are involved in their child's experiences and are kept well informed about their care. This ensures information relating to the care of children is successfully shared and children's individual needs are met. However, parents of children receiving nursery education do not have the opportunity to regularly discuss their children's development and the assessments records are not shared. This does not provide parents with the opportunity to be involved and extend their children's learning in the home environment.

Organisation

The organisation is satisfactory.

The registered person uses effective recruitment procedures which ensure staff are appropriately vetted and qualified. The induction programme and committed staff team ensures they work together to provide satisfactory outcomes for children. Staff are committed to training and have the opportunity to access a range of suitable training opportunities. They receive regular support from senior members of staff and suitable systems are in place to assess areas for further development. They understand and follow a satisfactory range of policies and procedures, which ensures appropriate steps are taken to safeguard children, promote their well-being and support their development.

Staffing ratios exceed the requirements and staff are deployed appropriately throughout the setting. The premises are sufficiently well organised to meet the needs of all children attending. Space is used appropriately and children are able to relax, play and move around freely.

Leadership and management of the educational provision are satisfactory. Practitioners have sound knowledge of child care and an appropriate knowledge of the early learning goals. The manager and staff team work well together and meet on a regular basis to discuss the children's progress and plan for the next stage of learning. The manager works along side staff to monitor their work practice and offer advice and support. However, there are some gaps in the quality of teaching. This means that there are some areas for improvement, such as using the planning and children's assessment records to plan for the next stage of their learning and providing opportunities for them to become independent learners. However, there is a commitment to continuous improvement, reflected in the cooperative working with other professionals, such as the early years teacher. Overall, the provision meets the needs of children who attend.

Improvements since the last inspection

Not applicable.

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):

- ensure fresh drinking water is available to children at all times
- provide children with the opportunity to develop their independence and promote positive social interactions at snack times, which contributes to their personal and social development
- provide children under two years with a suitable range of activities, which develop their sensory and exploration skills.

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):

- provide opportunities for children to become independent learners
- develop planning and assessment to ensure children's achievements along the stepping stones to the early learning goals are identified and on going
- provide regular opportunities for children to develop writing skills, promoting understanding that print carries meaning
- improve the links with parents to keep them informed about how their child is progressing to the next stage of learning.

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