



K2 Zone

Inspection report for early years provision

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Type of inspection	Integrated
Type of care	Full day care, Out of School 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

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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?

K2 Zone Day Care and Out of School Club is one of two settings privately owned. It first opened in 2002 and operates from a self-contained building in Ambleside. The Out of School Club operates on the first floor and the Day Nursery is situated on the lower level. A maximum of 80 children may attend at any one time. The Out of School Club opens each weekday during school term times and sessions are from 07.30 to 09.00 and 15.15 to 18.00. It also operates a Holiday Play scheme five days a week and sessions are from 07.30 to 18.00. The Day Nursery operates each week day all year round. Sessions are from 08.00 to 18.00. The children have access to an enclosed outdoor play area.

There are currently 25 children aged from three to under eight years on roll. Of these, five children receive funding for early education. The setting cares for children aged over eight years. The setting serves the local Ambleside area.

The setting employs six members of staff who hold appropriate early years qualifications. The setting is a member of the National Day Nurseries Association and 4Children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and hygiene practices are suitably promoted by staff. Children learn basic hygiene practices through planned activities and everyday routines and confidently explain why they must keep their hands clean. Younger children's growing independence is enhanced by the use of child sized toilets and access to the sinks. Staff follow suitable hygiene practices as detailed in the setting's policy documents. Areas are kept clean and tables washed before children eat their snack or pack lunch. Children's welfare and the protection of other children is fully considered by staff following the sick children's policy. Children's welfare is generally promoted as staff practise appropriate first aid procedures and the required documentation and permission is in place. However, staff do not complete accident records as accidents occur.

Children learn about healthy eating and begin to understand the importance of a balanced diet. They talk about what is good for them and play games that support their healthy eating activities. For example, younger children play 'fruit' bingo, matching the different fruits to the shapes on their bingo card and discuss the importance of eating them. Children benefit from the social occasion created at mealtimes as they sit together with staff to eat their meals. Children's independence and self-help skills are not fully encouraged. Staff prepare and hand out snack to the out of school children and younger children cannot access fresh drinking water each session. Children's dietary needs are met as the staff follow children's individual needs, routines and parental wishes. Parents provide their child's snack and packed lunch. The contents of these are verbally discussed with parents to encourage healthy eating. Children eat their piece of fruit at snack time. Packed lunch boxes are stored in the cloakroom. Most food stuffs are stored appropriately, however, monitoring of 'use by dates' on packet cereals in the kitchen is not maintained.

Children benefit from the range of physical activities which contribute to their good health and all-round development. They play outdoors daily in a fully enclosed play area. They peddle bikes and trikes around the playground, weaving in and out of the cones. They balance on beams supported by the staff, who actively play with the children encouraging and praising their efforts. Children visit the local park close by and use a range of physical play equipment, which is supervised by the staff. They climb the wooden steps to the suspended bridge, then go down the slide. Children develop a sense of space as they run around and staff support children's natural urges to try new physical feats. They practise their throwing, catching and kicking skills as they play with bats, balls and rubber rings. Plans show how physical play is encouraged, using a variety of equipment and activities. Indoor activities, include dance and movement to the 'Sticky Kids' tape and action songs and singing as children watch the DVD. Quieter activities are available for children as they rest in the quiet area during circle time.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming, suitably safe and secure environment. They are kept safe by the provision of safety equipment and staff using appropriate safety procedures. The keypad system protects children from persons unknown entering the building and children cannot leave the building unsupervised. Children confidently move around the spacious rooms and help themselves to the extensive range of safe, suitable and age appropriate resources provided. Younger children feel a sense of belonging. Children's work is creatively displayed and labelled with their name and they self-register using named shape cards. Staff adapt the role play area to relate to planned topics and activities. Resources are rotated to maintain stimulation and interest.

Children are generally kept safe and secure when playing indoors and outside. Risks of accidental injury to children are minimised because staff use risk assessments to help reduce potential hazards. The play area gates are kept locked as children play outdoors and staff supervise the children when playing outside and in the local park. Children are kept safe on outings as adult-child ratios are maintained, permission obtained, and record keeping ensures children's safety. They are escorted safely to and from school following operational procedures. Children are generally protected by the health and safety practices and procedures staff follow to help prevent accidents. Staff check the equipment for loose or broken parts and visual checks are made on play areas before children access them. Children begin to learn about what is dangerous and how to keep themselves safe. They learn about road safety when they go on outings. The eagerly line up like a train and explain they must walk on the yellow lines to the park. Planned visits from 'people who help us' are beneficial in raising children's awareness of 'stranger danger', road and fire safety. Staff discuss safety on the fells by including talks from the mountain rescue team. Fire fighting equipment is in place. The fire evacuation procedure is displayed on the wall and practised with the children.

Children are generally protected by staff who have a satisfactory knowledge of child protection. However, staff members have not attended recent training in child protection and their understanding of record keeping is not consistent with the Local Safeguarding Children Board guidelines. The child protection policy is in place, although, it requires updating with recent changes. Children's general safety and welfare is for the most part met. Children's hours of attendance is recorded and a staff signing in sheet is generally kept up-to-date, however, not all staff record themselves in and the manager's attendance is not recorded. The visitor book is available, although staff do not ask visitors to complete it. Staff make sure that procedures are followed when children are collected and records contain the details of named persons.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, contented and settle well in the relaxed atmosphere of the pre-school. They are enthusiastic and self-assured in their play as they help themselves to a wide range of activities and resources available to them. Play opportunities fully support their development and learning and are linked closely with the planning in place. Children enjoy making their monster 'germs' as they learn about keeping clean. They giggle with excitement as they feel

the water in the water tray as they use big bars of soap to make bubbles to wash their hands. Children make sound relationships with adults and other children. They enjoy pairing up with a partner in small group activities and their attention is fully maintained. Children sit together at snack time. They enjoy circle time as they talk about what they did at the weekend. Children listen attentively to instruction and understand the routine. The music tape plays 'whistle while you work' and children automatically stop what they are doing and tidy up. Children's independence and self-help skills in practical activities is generally promoted. They toilet themselves and put on their own coat and Wellington boots to go out. Children develop confidence and self-esteem through the interaction, care, love and attention they share with the staff. They enthusiastically greet staff by name as they arrive and wave to parents as they leave.

The children enjoy a range of indoor and outdoor activities. Regular daily routines are in place, which are flexible to the needs of the children. These routines enhance children's learning and development. They pretend to be a train keeping themselves safe as they line up to go to the kitchen for snack or to pick up children from nursery. Staff have a good understanding of child development and this is seen in practice. Children eagerly join in the activities provided and their concentration levels are maintained. They play games and complete wooden jigsaws sitting at the table. They play with the Noah's Arc set on the floor, talking about the animals with the staff member. Children enjoy quieter activities as they build with K'Nex, making 'buzzy' bees and flowers. Children enjoy a range of physical play activities. Indoors children dance and move to the 'Sticky Kids' tape. Outdoors, they enjoy visiting the local adventure play area or play in the playground. Older children enjoy playing blow football with the football pitch they have created on the table. They play air hockey and build with small Lego bricks. Children use computers to play games and use the Playstation, both of which are time controlled by the manager. Older children enjoy the club and most have been attending since they were toddlers.

Children are treated with value, trust, concern and respect by staff, who have a kind and caring manner. They benefit from a relaxed and homely atmosphere and environment. Children benefit from close relationships developed with staff, increasing their sense of trust and helping them develop a strong sense of self. They help themselves to the range of resources available to them and confidently ask if they require an alternative. They make choices and decisions and adult-child interactions are supportive of communication skills and extend experiences. The children relate their own experiences when playing in the home corner. Children relate well to each other and socialise well. They build up relationships with other children as they work together. They begin to distinguish between right and wrong, and they learn to take turns and share resources.

Nursery education.

The quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals. Staff extend children's learning in planned activities and provide sufficient challenge both one-to-one and in small groups. All children are included. Young children are beginning to count confidently and can name a number of different colours. Children's learning needs are generally understood by the staff who have a satisfactory understanding of the Foundation Stage. Staff work well as a team. They hold staff meetings to discuss the long and short term planning and contribute ideas for the topics and focussed

activities within them. The key worker system is in place. Planning is displayed and is easily followed with focussed activities identified on the white board for all staff involvement. However, the planning is not evaluated and monitored to inform future practice and children's next steps in learning not clearly identified. Children's initial starting points are not clear so it is not easy to see how much progress children have made. The Stepping Stone progress sheets are updated by staff using the entries placed at random on the white board during activities. Detailed observations are not maintained. Scrap books are completed by staff using photographs and work evidence showing what children undertake at pre-school. These are made available to parents.

Children are eager to learn; being self-assured in their play and confident to try out new experiences. Children enjoy the sand and water play in the wet area. They manipulate play dough and paint with fruit sponge shapes on the craft table. Activities are linked and therefore help reinforce children's learning and development. Continuous play areas are established to enhance learning. Children access a listening area with head phones and tapes. They use a range of computer programmes linked to the topic 'Ourselves'. They use a range of mark making equipment, hole punch, sticky tape, reminder notes and pens and paper. Labels are used to encourage letter and word recognition. Children enjoy circle time as they talk about the day of the week and the weather. They place the clothes on the teddy bear as they decide if it is hot or cold. Children develop hand-eye coordination in activities. They use scissors to cut up paper, complete jigsaws and glue sticks. They begin to develop their communication skills through the staff questioning them and reinforcing their language and vocabulary. They chat confidently with each other and their thinking skills are suitably promoted at circle time. Children explore their environment. Displays show 'The place where we live' and visits from people in the community encourage an understanding of the world about them. Children learn about caring for living things as they feed the fish daily. Although children can access a wide range of books, reading is not fully encouraged by staff. Children's can access a mathematical area, however, mathematical skills, such as, calculating, comparing and problem solving are not encouraged within everyday practical routines. Although music is played in the background the opportunity to sing songs is not used.

The children are well behaved and begin to show an understanding of right and wrong as they interact together in their play. They learn how to share with each other as the staff skilfully encourage their understanding of respecting each others' needs. Children interact well and listen to one another during group activities. Children play harmoniously together and readily seek out each other to share experiences. They use their imagination as they use the construction toys. Children are active as they move around the room to access activities. Their development of large and small motor skills is sufficiently promoted through the physical activities provided. They can find their personal space when asked to sit at the table at snack and can negotiate their own space when playing with equipment outside in the play area.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from the staff's positive attitude towards equal opportunities. Their understanding of equality and diversity is promoted through activities that encourage equal

play, and through the resources and activities provided. Younger children's needs are catered for as they play with the older children in the after school club. Steps are provided so they can access the air hockey table. Planned baking activities are encouraged and undertaken by all children. All children have equal access to activities and resources and all children included. Children play harmoniously together. Older children learn to share and take turns when using the computers and younger children listen to each other at circle time. Children are familiar with the routine. They begin to develop sound relationships with each other as they share experiences. Children listen to their friends as they talk about what they have done at the weekend and explain what the weather is like today. They form appropriate relationships with the staff that are on hand to help, praise and support the children during the session. Children's individual care needs are known and met by staff in discussion with their parents. They begin to become aware of the wider society as they explore their own and others' cultures and traditions in a range of planned activities that celebrate festivals and promote diversity and the world around them.

The children behave well. They respond to staff's positive strategies, such as giving time to listen, praising achievements and providing individual support. The behaviour policy is in place and incident sheets are available. Children are aware of their own needs and the needs of others. They confidently go to the toilet and wash their hands. Older children share ownership of the club. They develop their own rules, which are displayed and they discuss them regularly. They show a willingness to help put away the toys before going outdoors and work together to do so. Children make suitable choices and decisions about their play. Their confidence and self-assurance is encouraged. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Young children settle easily into the pre-school supported by the induction arrangements agreed with their parents. Initial visits with parents reassure children about the unfamiliar environment and the pleasantness of staff. Children's individual care needs are discussed and recorded at registration, however, written information about children's attainment is not recorded on entry. Parents and children are made welcome. Parents are happy with the care and education their child receives and praise the friendliness and pleasantness of the staff caring for their children. Parents are provided with written information about the setting and the care and activities provided. A limited amount of information is displayed on the notice board. Children's activities and information about the educational programme and topics are mentioned in past newsletters. Parents do not know who their child's key worker is and they are not aware of the complaints procedure and who to contact to make a complaint. The complaints procedure is displayed in the out of school club reception, however, it is not displayed for pre-school parents. Children's learning experiences are shared with parents verbally on collection. Their progress is welcomed by parents, however, opportunities to extend and reinforce children's learning potential at home is not fully promoted. Policies and procedures are maintained that are regularly reviewed and most are updated with changes in legislation.

Organisation

The organisation is satisfactory.

Children are cared for by adults who have a clear sense of purpose and understand the importance of continual improvement. The staff are qualified, experienced and have undergone suitability checks made by the management. A suitable recruitment procedure is in place to ensure children's safety and welfare. Children are kept safe and well cared for by staff with a good knowledge and understanding of child development. The induction procedure ensures the pre-school and out of school club policies and procedures are applied. The staff appraisal system is not established and individual training needs are not fully recognised. Although the supervisor of the pre-school has attended special educational needs coordinators training, the remaining staff have not attended any recent relevant training. Staff meetings are held to discuss care and educational issues to ensure continuity of care is maintained, and information and routines developed in the interest of the children. These are not recorded. Staff use appropriate behaviour management techniques which are consistently applied in practice. Members of staff work well together as a team and are generally clear about their roles and responsibilities. The premises are well-organised and indoor and outdoor space is suitably laid out to encourage play opportunities. This allows children opportunities to gain independence and make decisions. Staff encourage children to explore the environment through their senses. Documentation that ensures the efficient and safe management of the provision and contributes to the health, safety and well-being of children is in place. Confidentiality is maintained and record keeping is for the most part met.

Leadership and management of the nursery education is satisfactory. An all inclusive environment is encouraged and all children are included and treated with equal concern. Children make suitable progress towards the early learning goals. Their learning experiences are enhanced by the play opportunities and focussed activities provided within a well resourced pre-school and out of school rooms. The manager oversees the admin side of the provision and deploys a well qualified supervisor to deliver the nursery education with enthusiastic staff members. Input from development workers is available and in the early stages of being addressed. Planning for the Foundation Stage is completed by the supervisor with input from all staff members. There is limited information available to chart children's initial starting points and therefore, progress is not clear. Evaluation and monitoring of planning is not completed. Individual needs or areas of development are not recognised, therefore, the next steps in children's learning not identified. Written evidence of how activities are adapted to include all age groups of children and children of differing abilities is not available. The manager and supervisor motivate staff well. They work well as a team to help to promote children's learning and development, and the general care and routine of the pre-school. Staff act as good role models by actively taking part. Flexible daily routines are followed. Planning is in place to show focussed play opportunities and planned activities. Children's personal information is collected and recorded. Staff verbally discuss children's development with parents on entry. Their individual needs are known and children are well supported. Parents are provided with general information about the provision. Staff inform parents about their child's day as they collect their child and scrap books of children's work are available for parents.

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 improve the resources that help promote children's understanding of equal opportunities and update the child protection policy.

Since the last inspection the provider has obtained additional resources that help promote children's understanding of equality of opportunity and anti-discriminatory practice. Planning highlights activities to help children celebrate festivals and to help develop their understanding of diversity. The child protection policy has been updated with the procedure to be followed in the event of an allegation of abuse being made against a member of staff or volunteer.

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):

- ensure perishable items are stored appropriately following environmental health guidelines
- make sure accident records are maintained
- develop staff understanding of child protection policy and procedure and update the child protection policy with changes in recent legislation.

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):

- make sure learning opportunities are further developed within everyday routines and activities to help promote children's interest in reading, music and mathematical experiences

- ensure focussed activities show clear learning intentions for children, evaluations of activities are used to inform future practice, and observation and assessment identifies the next steps in children's learning
- extend opportunities for home-nursery links in order to reinforce children's learning potential at home and develop systems to obtain information of children's attainment on entry.

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