



## **Kidstuff Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY254839
<b>Inspection date</b>	22 September 2006
<b>Inspector</b>	Jane Mount
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<b>Registered person</b>	The Borehamwood 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 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?

Kidstuff Day Nursery and Bottoms Up Baby Unit opened in May 2003. It operates from a large two storey property and is situated at the end of Borehamwood High Street. There are four base rooms, toilet and nappy change facilities, a kitchen and storage facilities. Children have access to a secure small outside play area with direct access to a park for outside play. The nursery serves the local and wider community.

A maximum of 96 children may attend from three months to under five years at any one time. The nursery is open throughout the year from 08:00 until 18:00 closing only for statutory Bank Holidays. Extended hours from 7:30am are an option.

There are currently 47 children age from three months to four years on roll. This includes 11 three and four year olds who receive funding for nursery education. The setting is able to

support children with learning difficulties or disabilities and children who speak English as an additional language.

There are 17 staff who work with the children of which 13 hold appropriate early years qualifications with one member of staff currently working towards a recognised early years qualification. The setting receives support from Qualified Teacher Involvement locally.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are learning how to stay healthy. Staff support and help children to gain an understanding of good health and hygiene practices. For example, they remind children to use tissues to wipe their noses and to dispose of them appropriately and children are encouraged to put their hand over their mouth when they cough to stop germs spreading. Most children know they must wash their hands after visiting the toilet and before eating and when asked some older children are able to say why they wash their hands. Children enjoy using the soap dispenser in the bathroom and drying their hands on the paper towels.

Children's health is generally protected because staff are aware of some good hygiene practices to prevent the spread of infection. For example, staff wear disposable gloves and aprons when changing nappies and they clean tables and high chairs before and after meals with anti-bacterial wipes. However, when serving food staff do not wear aprons and outdoor shoes are generally worn in the baby room. Children stay healthy because staff ensure toys and equipment are regularly cleaned and cleaning rota's are in place in all rooms within the nursery. However, the risk of cross infection is not minimised in the baby room as soft toys are not included in the regular cleaning rota.

Children participate in a range of activities which contributes to their physical health and fitness. They show enjoyment when playing outside and benefit from the fresh air. Older children's physical health is promoted as they are able to run, jump, kick balls and ride bikes in the outside play area and they have some opportunities to climb when visiting the local children's park. A range of physical play experiences are provided for younger children. These are appropriate for their age and stage of development and allow them to try out new skills such as beginning to crawl or walk. Children can rest or sleep according to their needs with younger babies regularly checked when asleep but no record is maintained of checks.

Children benefit from a healthy, balanced diet. They enjoy nutritious meals and snacks with menu's displayed for parents to see. All meals are prepared on the premises and the menu takes account of children's individual dietary needs. Special dietary requirements are met well with good procedures in place to ensure all staff are fully informed. Children enjoy their food and mealtimes are used as a time for social interaction with staff sitting and talking with children as they eat. Older children are able to participate in mealtimes and snack times and enjoy pouring their drinks. Younger children have opportunities to practise their independence skills and are encouraged to hold their spoon and to try feeding themselves. Children learn about healthy eating through discussion and play. During a recent topic they discussed healthy food

and visited a local supermarket and bought a variety of fruit. The children then enjoyed tasting the different fruits and comparing the flavours.

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

The provision is satisfactory.

Positive steps are taken to promote safety within the nursery and to keep children safe. Staff ensure proper precautions are taken to prevent accidents and any potential risks are identified and addressed through risk assessments being completed of all areas of nursery at the beginning of each day and prior to going outside. Appropriate safety precautions are in place to keep children safe. For example, fire drills are practised regularly and all emergency exits are kept clear. However, when children use the garden area staff do not take room registers with them in case of an emergency and to protect children's safety and well-being. Supervising entry to the nursery is managed well by staff and this ensures no unauthorised persons gain access and that children are not put at risk. There is a locked coded outer door with a viewing panel and parents and visitors use a buzzer to make staff aware of their arrival and to gain access. All visitors are asked to sign in and out.

Children are able to use a range of safe and developmentally appropriate resources and equipment to promote their learning and development. Rooms are organised with child height furniture and children are able to independently access most resources. Children are beginning to learn to keep themselves safe with staff explaining some safe practices. For example, a member of staff explains to a child why they should pick up the dropped toys so that another child does not trip and hurt themselves or the reason why they should not run as there is not enough space. Older children are taught how to hold scissors safely.

Children are safeguarded as staff have a sound knowledge of child protection procedures with three staff recently attending a 'safeguarding children' course. There is a child protection policy in place which all staff are fully aware of. Staff are familiar with reporting and recording procedures and understand their responsibilities. The designated person responsible for child protection ensures that procedures are kept up to date and that children remain safe.

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

The provision is satisfactory.

Children feel at ease in the nursery environment. They separate from their parents and carers and settle happily at the beginning of the day. Younger children's learning is generally promoted through the staff's sound knowledge of child development. Most staff are familiar with the 'Birth to three matter's' framework and activities in most rooms are planned in line with the framework. Children's progress is monitored as observations of children's play and achievements are regularly taken and assessment records are then completed. This ensures staff are aware of how children are progressing and they can then plan future activities and play experiences which are developmentally appropriate. However, in baby room staff have an insecure knowledge and understanding of the 'Birth to three' framework although this is now being addressed. Babies activities and play opportunities are not generally planned and although staff observe

children's play, assessment records do not show children's progress. Therefore, it cannot be assured that very young children's individual developmental needs are always met.

Children are able to take part in a range of activities which provides a balance of free play and more structured play opportunities. Children's independence is encouraged as they are able to move around freely and make independent choices about their chosen activity and they generally play happily together. Younger children are able to explore texture and creative play through taking part in activities such as painting, sand and water play. For example, children delighted in washing their 'babies' in the water tray and were fascinated when glitter was added to the sand. Children's communication skills are well supported as staff listen and respond to questions while looking at pictures in a book. Younger children have some opportunities to use their imaginations and enjoy playing in the home corner and taking the 'baby' for a walk. Staff support children in their play giving praise and encouragement as appropriate.

### Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals and staff offer a range of activities which are generally balanced. Curriculum planning includes long, medium and short term plans and are linked to the six areas of learning and stepping stones. Short term plans include learning intentions although these are not always clear and do not show how activities will be adapted. For example, children who learn at different rates, groups or individual children or children who attend on a part time basis. Activities are evaluated. Children's assessment records are informative and the information gained from their assessments is used to inform future planning. A keyworker system is used and staff build trusting relationships with the children. They talk to children about safety and behaviour within routines and staff are actively involved in children's play which helps to promote their learning. Children benefit from resources which are easily accessible and support children's independent learning and exploration.

Children enjoy their surroundings and show an interest in what they do. They arrive happily and quickly settle and engage in activities with friends and staff. Children are aware of behavioural expectations, for example, taking turns or sharing and listening when someone else is talking. Children show independence skills when choosing activities to play with and confidently put on their own aprons for painting. Children are praised by staff which develops their self-esteem. Children have opportunities to experience music, imaginative play and explore varied materials and media on a regular basis. They can access sticking, cutting and drawing materials independently and enjoy creating various art and craft pictures using a range of materials. Some children can confidently count up to 20. Mathematical concepts are reinforced through books, singing and counting during the daily routine. Children enjoy counting how many children and staff are present at register time. They have opportunities to explore concepts such as quantity and volume through sand and water play.

Children are able to speak clearly and listen and respond with enjoyment to stories, songs and rhymes. For example, when listening to the story of the Gingerbread man the children delight in participating and know the story well. They understand that print carries meaning and are becoming familiar with the written word, such as on labelled toy boxes. Some children are able to recognise their names on coat pegs and there are some opportunities to link sounds to

letters. Children develop skills for emergent writing by using various mark making materials. Children are able to freely access writing materials and some are beginning to attempt to write their names on their paintings. Children's physical skills are fostered with regular opportunities to exercise within the daily routine. Children are able to move with control and co-ordination as they practise riding bikes, hitting soft balls with bats or walking backwards. Children enjoy taking part in an obstacle race and are able to negotiate obstacles, jumping in and out of hoops. Children have regular access to resources that develop their knowledge of technology, for example, using a CD player to listen to story tapes or using telephones or hairdryers in their imaginary play. Children learn about the past and present through talking about their families and recently enjoyed bringing in photos of themselves from home and making them into small books which they delight in showing to any visitors. Children develop a sense of place through going for walks in the local community.

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

The provision is satisfactory.

Children's awareness of diversity and their understanding of others is promoted through the range of resources and activities they take part in. Children develop positive attitudes towards others as they select from the available resources reflecting diversity. Displays and posters help children to become aware of the wider world. Children learn about the local community through outings, such as to the local shops and regular visits to the library or to the local park.

Children are beginning to learn right from wrong. Staff explain the implications their behaviour can have on others and generally children play well together. Behaviour is dealt with in a clear and consistent manner by all staff with them focusing on and reinforcing positive behaviour throughout the nursery. Staff give explanations, encourage children to apologise and regularly praise and encourage children who are being helpful or being kind to others. Children are beginning to show care and concern for the environment and others. They are learning to play together and to share toys and resources. They are developing an understanding of each others needs through their play. For example, when a child was upset another child fetched a toy to comfort them. The child was praised by a member of staff for being thoughtful and kind to others. The nursery has effective systems in place to care for and to support children with learning difficulties and disabilities and also systems are in place to support children who have English as an additional language. The setting fosters children's spiritual, social and cultural development.

Partnership with parents and carers is satisfactory. Children benefit from a sound relationship between the nursery and parents. Information is exchanged daily between parents and staff to ensure children receive appropriate care and support. Parents notice boards are also used to share information throughout the nursery. A parents information pack is given to all new parents with details of staff and information about the nursery, such as opening times. However, parents receive no initial information about the Foundation Stage, therefore, they are not fully informed and able to help their children make progress towards the early learning goals in partnership with the nursery. Parents evenings are not held but parents do receive monthly reports which shares children's progress and achievements for the month and sets out targets for the following month. Staff encourage parents to be involved in their child's learning. For

example, through requests for items from home for themes and topics to support children's learning.

## **Organisation**

The organisation is satisfactory.

Children are safeguarded because there are systems in place to ensure all staff working with children are suitable to do so. Recruitment procedures ensure children are cared for by staff who have relevant experience, qualifications, knowledge and skills. Appropriate checks are completed on all staff and any persons who have not been vetted would not have unsupervised access to children and therefore children are not at risk.

Induction systems ensure new staff are informed of the nurseries policies and procedures and generally these are implemented well. Staff appraisals have recently been introduced and staff now have a clear understanding of their role and their responsibilities within the nursery. Most required documentation is in place to promote the welfare, care and learning of children. However, children are sometimes not recorded in room registers as soon as they arrive and some emergency contact details are not recorded in registers which potentially compromises children's well-being. Ratios are always maintained and staff are well deployed with a keyworker system in operation.

The leadership and management is satisfactory. The staff team are guided by the generally effective leadership of the manager who is committed to ensuring children are safe, feel good about themselves and make progress towards the early learning goals. She leads by example and is a good role model. Staff are supported through staff meetings and information from staff meetings is used to monitor and evaluate the quality of care and education provided within the setting. All issues raised from the last inspection have been addressed and management acknowledges the need to now sustain the improvements. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provision was served with a number of enforcement notices and actions. Since then they have made significant improvements in most areas.

The provision was asked to ensure all medicine and accident records included parents signatures to acknowledge the entry. Medicine and accident forms have been re-designed to be more informative and staff are aware of how they must be completed. Staff fully understand the importance of obtaining parents signature when the child is collected to acknowledge they are aware of the entry. The manager closely monitors the new systems and they are working effectively with all entries now having parents signatures, therefore children's health is safeguarded.

The provision was also asked to provide resources, activities and play opportunities to develop children's learning and promote their development. Resources in all rooms have been reviewed and some new resources have been bought for both indoor and outdoor play which are developmentally appropriate and provide children with positive play experiences. Most rooms

have been re-organised to make a more accessible and inviting environment and children generally have free choice with easily accessible and stimulating resources to choose from.

They were also asked to review and improve their behaviour management policy and procedures to ensure they are fully understood by staff so they can be implemented more effectively. There is now a named behaviour management co-ordinator and some staff have received behaviour management training. The setting have re-written their behaviour management policy and it has been fully discussed with staff so they have a good understanding of how to implement it in a consistent manner. Behaviour management strategies have been discussed and reviewed and staff now reinforce and focus on positive behaviour offering children plenty of praise and encouragement. Children are beginning to understand responsible behaviour through staff talking to them about the impact their behaviour can have on others. Therefore, staff manage children's behaviour in a consistent manner, children are learning to manage their behaviour and their welfare and development are promoted.

At the last nursery education inspection the provision was asked to develop children's early writing skills and review planning to ensure it allows children to make progress towards the early learning goals. There is now a defined writing area and children are able to freely access a varied range of writing materials. They are encouraged to use their early writing skills in their everyday play, such as writing their names on their paintings. Planning has been reviewed and covers the six areas of learning and is generally more effective. Also, a new assessment system has been introduced which highlights children's next steps in their learning.

They were also asked to plan the indoor and outdoor environment to allow children to explore, experiment and make free choices for themselves and to ensure children's physical skills are promoted. The pre-school room has been re-organised to allow children to move around easily, have free access and to make choices. Resources have been re-viewed and increased and are developmentally appropriate, interesting and offer challenge. The indoor and outdoor environment are now used more effectively with children having regular opportunities to go outside. Children's physical skills are promoted through the use of the outdoor environment including using the nearby park. There are limited opportunities for the older children to develop their climbing skills within the nursery environment but the pre-school visit the park where climbing equipment is available.

### **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.
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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 high standards of hygiene are implemented in all areas of the nursery to minimise the risk of cross infection and ensure children remain healthy. (This refers to staff wearing aprons when serving or preparing food, outdoor shoes not being worn in the baby room and ensuring soft toys are cleaned appropriately)
- to monitor sleeping babies at regular intervals and maintain written records of such checks
- ensure children's progress is monitored effectively through the use of assessments for all children aged under 3 years particularly babies and use this information to plan their future progress in line with the 'Birth to three matters' framework
- review recording procedures with registers to ensure children are signed in as soon as they arrive, emergency contact details for each child is recorded and registers are always taken into the outside play area in case of an emergency.

### 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):

- ensure parents are provided with relevant initial information regarding the Foundation Stage so they are fully informed and able to help their children make progress towards the early learning goals in partnership with the nursery
- review short term planning to ensure learning intentions are clear and show how play experiences and activities can be adapted for individual children who learn at different rates as well as for groups of children. Also, ensure there are opportunities for children to revisit all aspects of their learning.

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