



Country Kids Day Nursery

Inspection report for early years provision

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Inspector	Ann Winifred Harrison
Setting Address	House on Hill, Offoxey Road, Bishops Wood, Staffs, ST19 9AP
Telephone number	01785 840372
E-mail	
Registered person	Jane Angela Frisby
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

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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 inadequate - notice of action to improve. The registered person does not meet 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?

Country Kids Day Nursery is privately owned. It transferred to its current ownership in 2003. It operates from four classrooms in a purpose-built, self contained extension to a private house which is located just outside the village of Bishopswood on the Shropshire/Staffordshire border. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from six months to five years on roll. Of these 12 children receive funding for nursery education. The nursery employs nine members of staff. Six staff have early years qualifications and three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well-planned routines. They know that they must wash their hands before eating and after toileting. Good hygiene procedures throughout the setting ensure that children are cared for in a clean environment. For example, staff wash their hands and wear aprons to prepare the children's meals and snacks. All tables are wiped before using them for meals. Procedures, such as staff wearing gloves for nappy changing and ensuring children use their own bed linen helps to reduce the risk of cross-contamination. Effective procedures are in place for sick and infectious children which help to prevent the spread of infection to keep children healthy.

Children are well nourished. They enjoy healthy meals which are all freshly prepared by the nursery cook. The meals include meat, fresh vegetables, pasta and wholemeal bread sandwiches. Staff provide healthy snacks of fresh fruit, yoghurt and raisins. All meals and snacks comply with any special dietary requirements to ensure children remain healthy. Staff discuss babies feeding routines in detail with parents and ensure that their wishes are followed. Set snack times provide children with drinks in sufficient quantities. They are also able to ask for additional water when they are thirsty. This means children are well hydrated. Children are learning about healthy living through discussion with staff and planned topics. For example, during the topic on 'Our Bodies' children learn which foods are healthy and help them to grow strong and the importance of regular exercise.

Children enjoy physical exercise on a daily basis. They experience a range of play activities to enhance their physical development. They enjoy using the outside play area, riding bikes and playing in the play house. They practise their climbing and balancing skills on the climbing frame, stepping stones and balancing beams. They join in well with action songs and enjoy music and movement sessions. Children are taken on walks around the nearby countryside. Staff are beginning to use 'Birth to three matters' framework to plan physical activities for children under three, such as dancing, climbing and balancing.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is compromised as the staff to child ratios are not always met in the baby room and safety harnesses are not always used to restrain babies in high and low chairs. Children are cared for in a warm and welcoming environment. The premises are secure, with no unauthorised person able to enter without permission. Anyone who is not known to the staff has to produce proof of identity. Risk assessments are completed on the premises and outdoor area and staff complete daily safety checks to make sure any hazards are removed.

Children are learning to keep themselves safe. They are taken on visits to the local farm and they know they need to hold hands and listen and look when they cross the road. They know how to respond to the emergency evacuation procedures which are regularly practised. Staff maintain accurate accident and medication records which are shared with parents. Staff know

what to do if a child is uncollected and have appropriate measures in place should another adult arrive to collect a child. This ensures children are safe and well cared for. Children use a good range of safe, good quality, developmentally appropriate resources. Equipment is cleaned regularly and is maintained effectively.

Children are safeguarded as staff have a good understanding of child protection procedures. They are aware of the signs and symptoms of abuse and the appropriate responses to protect children in their care. Staff are clear of the procedure to be followed in the event of an allegation made against staff, however, this not included in the child protection statement. This means that children are not fully protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the group happily and enjoy their time at the setting. They benefit from good relationships with staff which increases their sense of trust and well-being. Children show an interest in what they do and enthusiastically engage themselves in play. Babies receive positive interaction from staff who spend time talking, holding and playing with them. Lots of cuddles and eye contact help to promote their well being. They benefit from routines which are similar with their experiences at home. Staff ensure they are aware of their individual needs through regular discussions with parents. Babies and young children explore their surroundings, looking at themselves in the mirror and finding out how musical toys make different noises. Staff provide treasure boxes for children to explore different textures and implements. For example, they play with cardboard boxes and plastic and wooden kitchen tools. They have fun with shredded paper and build imaginatively with foam blocks.

Children enjoy regular walks outside and playing with outdoor equipment such as the cars and the climbing frame. Staff plan a range of experiences and activities to help children learn through their play. Resources are changed frequently so children are well stimulated. Staff have started to implement 'Birth to three matters' framework and they make observations and assessments of the children to find out what they know. They are beginning to use the assessments to inform their plans for children's next steps in learning. This ensures children are making progress.

Children play happily together and with adults, using resources such as puzzles, construction and role play. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Children also have weekly French lessons, they are learning simple phrases and singing familiar songs such as Head, Shoulders, Knees and Toes in French. Children benefit from a colourful, and welcoming environment in which they are happy, content and well cared for. Staff provide good resources to enhance children's learning.

Nursery Education

The quality of teaching and learning is satisfactory. Staff demonstrate an understanding of the foundation stage and the planning of the educational programme is developing, with staff receiving training to help in its effective implementation. Consequently children are making progress towards the early learning goals. Detailed written plans provide suitable guidance to

staff about focused activities and what children are intended to learn. Staff undertake observations and assessments of the children and they evaluate activities to see if they went well. However, these assessments are not always used effectively to inform planning for individual children's next steps in learning. This limits children's progress. Staff engage in children's play and challenge children by good use of questioning to extend their learning. Behaviour is well managed and this results in a calm and caring environment for children. Staff have developed the organisation of the toys and resources to ensure children are able to access the resources independently to initiate their own play. They organise the routine to include structured activities and free play time. This includes a circle time where children plan the activities they want to do and then review at the end of the session to see if they achieved their goals. Although some children are eager to participate, this session does not maintain the interest of all children and therefore their learning is limited.

Children manage their self-care well, they are encouraged to go to the bathroom independently and to help tidy away the toys. Children's self esteem is encouraged well through praise and relationships with staff are positive. Children show good concentration as they play with resources such as the train track, they cooperate with each other to plan and build a complicated structure. Children's social skills are enhanced as they join other children in the nursery to eat their meals along with staff. Children's early communication skills are good. They speak clearly and with confidence to both their peers and staff, expressing their thoughts and talking actively within their play. For example, children are eager to tell staff who lives in their house and which rooms they use for playing and eating. Children enjoy the story of 'The Tiger Who Came to Tea,' they sit well and listen with focus, contributing and responding to questions about the story as it is read. They later recall the story to each other in their free play. However, the book area is not well presented and this results in lack of interest by the children who do not independently access the books.

There are opportunities for children to learn that print carries meaning, through seeing words in the environment. They are beginning to recognise some letters and many children are able to recognise their own names. Children are beginning to write their own name and link sounds to letters as they sound out the first letter of their name. They have opportunities to practise their emergent writing skills in the writing area, however, this is not well used as the presentation is not effective. This limits children's progress. Children are beginning to count and use numbers well. They count reliably to 10 and above and they have opportunities to develop simple calculation skills when counting the children at registration time and when they go out to play. Staff extend children's learning by asking children to add the number of staff present. There are good opportunities for children to see numerals in the environment and they are learning to recognise numbers through practical activities such as looking at the number of their own house. Children demonstrate that they are developing a sound sense of shape and size. They talk about who is tallest and shortest and compare who's train track is the longest. They are beginning to use weight and measurement through regular cooking activities. They count the number of cups of flour needed to make play dough and estimate how much water they need to mix it together.

Children are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. They learn about the significance of different festivals and customs and taste foods from various countries. They plant sunflower seeds and

watch them grow and look for mini-beasts in the garden. Children have regular opportunities to use information and communication technology (ICT) through use of a computer. They competently use the mouse and complete simple programmes, they match shapes and follow instructions.

Children move confidently and are developing good coordination skills, they handle a range of tools and small equipment well, such as rolling pins and pastry cutters. They are able to negotiate pathways when riding their bikes and practise their climbing and balancing skills on the climbing frame. They enjoy making models with play dough and recycled materials. For example, they have created models of various houses during the topic on 'All about my home.' Children use a variety of different materials, painting and printing techniques to develop their creativity. Most children can name a wide range of colours with success. They have regular opportunities to develop their musical skills, singing their favourite songs and making and using musical instruments. Their imagination is well developed as they cook food for staff in the home corner and develop different scenarios with the construction and train track.

Helping children make a positive contribution

The provision is satisfactory.

Children enter the setting confidently. They are welcomed into the nursery by staff and each have their own named peg and picture to place their coats on. This fosters a sense of belonging. Children enjoy positive relationships with the staff and with each other. Children work and play well together, they are learning to show care and concern for others as they help each other to tidy up and use their manners frequently. For example, they thank staff politely when they give them their meals and drinks. All children are valued and respected as individuals. Children's confidence and self-esteem are developed by staff with good use of praise and encouragement. They are rewarded for their good behaviour and effort with stickers and stars. They see their creative work displayed around the room which shows staff value their efforts.

Children behave well as staff are clear and consistent in their expectations. They are learning to share and take turns with equipment, for example, they share construction toys and take turns when sharing outdoor equipment. Older children know the routine well and what happens next during the day. For example, they know they go upstairs for quiet time after lunch. Children's spiritual, moral, social and cultural development is fostered. They are beginning to learn about other cultures through planned activities and topics, such as St Patrick's Day, Chinese New Year and Diwali. There are appropriate procedures in place to support children with learning difficulties and disabilities and those who speak English as an additional language, with staff maintaining positive relationships with outside agencies and working closely with parents.

Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive good written information on how the setting operates and have access to all policies and procedures. Daily verbal and written feedback is given by staff to ensure parents are informed about what their children have been doing whilst attending. The partnership with parents and carers who receive nursery education funding is satisfactory. They receive information on the educational programme provided for their children. They are informed of the topics and they are given information on how they might help extend their children's

learning at home. Simple tasks are suggested for parents and children to do together. They are kept informed about their children's progress because staff share developmental records with them at parent consultation meetings.

Organisation

The organisation is inadequate.

Suitable contingency arrangements for unexpected staff absences to maintain correct ratios and qualification requirements in the baby room are not in place. The attendance records does not show the times of arrival and departure of children and staff. This means that children's safety is compromised.

Staff demonstrate a good understanding of the needs of all children to promote their well-being. There are effective recruitment procedures which ensure that staff are appropriately vetted. There are clear systems in place for recording accidents and medication. Detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. Children are familiar with the routine and are comfortable and at ease in the setting. They are confident to approach staff to ask questions and request support. Staff are caring towards children and try to meet children's individual needs. A key worker system is used to further enhance the continuity of care for children. Space and resources are generally well organised to provide a suitable range of play opportunities for children.

Staff take pride in the quality of care they offer. They have a good knowledge of the Curriculum guidance for the foundation stage which helps them to deliver the educational programme. Staff work efficiently together as a team and there is a supportive management structure in place. The staff are encouraged to attend relevant training courses to update their knowledge and understanding of childcare issues. Staff regularly discuss and share ideas for children's learning so that the activities are varied and fun. They are supported with regular meetings and appraisals. The owner takes an active part in the setting and is committed to improvement and development. The leadership and management of the setting are satisfactory.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection an action was raised to develop and implement an action plan that sets out how the supervisor of the baby room will achieve a level three qualification. The supervisor in the baby room has now gained a level three qualification which ensures that children are cared for by staff with appropriate training and experience. However, when the supervisor is absent appropriate arrangements are not in place and this is carried forward to this inspection.

The provider was asked to; organise space and resources in the pre-school to meet children's needs effectively and to provide opportunities for pre-school children to make choices and build on their independence. To address these recommendations the provider has reorganised the space and resources in the pre-school into different areas of learning. These include a creative area, imaginative area, writing area and book area which contain a variety of activities and resources to help extend children's learning. However, these are not always well presented

which results in some areas not being used effectively by the children. This means that children's learning is not always extended. This is carried forward to this inspection. Children are now given a variety of opportunities to make choices and build on their independence, for example, they are able to choose their own activities and resources and initiate their own play. They go to the bathroom independently and they put on their own coats. Staff have improved the routine to include more child led times to encourage higher involvement in their chosen play and to extend children's learning. The reorganisation of toys and resources mean that they are easily accessible to the children.

The provider was asked to consider the grouping of children and staff to maintain consistency and to ensure that strategies for dealing with behaviour are understood by all staff and consistently applied. Children and staff are now grouped into 'Family Groups' where children are allocated to a member of staff who is their key person and is mainly responsible for their care on a daily basis. This ensures that there is consistency and continuity of care for children. The provider has implemented the behaviour policy through discussion at staff meetings and training to ensure that strategies for dealing with behaviour are understood by staff. The routine and the layout of the room has been reorganised and this had had a positive impact on the way children behave.

The provider was asked to; ensure the premises are maintained at an adequate temperature, make sure the soiled floor mops are inaccessible to children, provide toilet facilities which ensure the dignity and privacy of children are respected, ensure that the procedures for storing children's bed linen are effective in preventing the spread of infection. The temperature in the nursery is closely monitored by staff with the use of thermometers in each area. This ensures an adequate temperature is maintained and that children are kept warm and comfortable. The soiled mops are kept in a locked toilet out of reach of children, this reduces the risk of infection to children. New toilet doors have been fitted to ensure that children's dignity and privacy is respected. Children's bed linen is stored in their individual bags and is only used for that child. Parents then take them home each week to be laundered. This helps to reduce the spread of infection through cross-contamination.

The provider was asked to maintain details of any existing injuries when a child arrives at the nursery. The child protection procedure has been revised to include the procedure for recording all existing injuries when a child comes into the nursery. Staff record any injuries and discuss with parents. This ensures children are well protected.

The provider was asked to use assessments to inform planning so that staff can help children make progress in all areas of development and to develop planning for the early learning goals so that it is effective and works in practice. A key worker system has been introduced and put into practice. Key workers make observations of the children and transfer these to their developmental records which are detailed and cover all areas of learning. The records show how children are making progress through the stepping stones in all areas of development. Staff have worked hard to develop the planning system, they ensure that they plan and provide a curriculum that covers all six areas of learning and they receive regular ongoing advice and support from the Early Years Development and Childcare Partnership in their implementation.

The provider was asked to increase staff's knowledge and understanding of ways to support and challenge children within free play and structured activities so that they can learn effectively. To address this the provider has introduced new daily routines that gives children more opportunity for self chosen free play to develop children's interest. Staff have attended training on providing child initiated learning and have developed the plans to include how children will learn through adult focused activities. Plans show the learning intentions of the activities, the vocabulary staff use during the activity and resources staff need to make the activity interesting to the children.

Complaints since the last inspection

Since 1 April 2004 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure adult to child ratios are met at all times and that there are contingency arrangements in place to ensure that the qualifications requirements of staff are met during unexpected staff absences
- ensure that the system of registration of children and staff show the hours of attendance
- ensure that when babies and young children are in high or low chairs that they are restrained in safety harnesses.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- continue to assess the organisation of activities and resources to maintain children's interest and extend their learning
- develop the use of circle time to maintain the interest of all children and extend their learning
- develop further the system of observation and assessment to meet individual needs and plan for children's next steps in learning.

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