



QKS Meadowview Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY317315
Inspection date	18 September 2006
Inspector	Carys Millican
Setting Address	Meadow View Nursery, Appleby Road, Kendal, Cumbria, LA9 6PP
Telephone number	01539 722888
E-mail	
Registered person	QKS Meadowview Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care, Sessional 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?

QKS Meadow View Nursery is run by QKS Meadow View Nursery Ltd. It first opened in 1996 and has been under new management since 2006. It operates from a self-contained building situated opposite Queen Katherine School in Kendal, Cumbria. The provision consists of an entrance lobby, an activity room, a small reading room, a kitchen area, toilet facilities and a store room. A maximum of 20 children aged from two to five years may attend the nursery at any one time. The nursery is open Monday to Friday from 8.00 until 17.30 for 50 weeks a year. All children share access to an enclosed outdoor play area.

There are currently 36 children on roll. Of these, 17 children receive funding for early education. Children attend from a wide catchment area.

The nursery employs six members of staff who all hold appropriate early years qualifications. The nursery is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is suitably promoted by staff who have a sound knowledge of the setting's health and hygiene procedures. Appropriate health and hygiene practices are followed by staff in the preparation, handling and serving of food. Tables are wiped before snack and areas cleaned after eating. Children learn basic hygiene practices, such as washing hands before eating, after toileting, and after touching animals. Younger children's independence is aided by the use of appropriate equipment to access the toilet and sink. However, only one sink is available in the toilet area which is not sufficient for the number of children aged over two years. 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 take turns to visit the local supermarket to buy a variety of fruit, which is then prepared for snack time. Children benefit from the social occasion created at mealtimes as they sit together with staff to eat their meals. Their independence and self-help skills are generally encouraged as staff support them as they help pour out their own drinks. Fresh drinking water is accessible to children at all times. Children's dietary needs are met as the staff follow children's individual needs, routines and parental wishes closely. The contents of packed lunches are discussed with parents to encourage healthy eating, however, perishable items are not removed and stored appropriately.

Children benefit from the range of physical activities which contribute to their good health and all round development. Children play outdoors daily in a fully enclosed play area. They access a range of suitable resources that promote their physical development. Children climb the wooden steps to the suspended bridge, then patiently wait to go down the slide. They enthusiastically peddle bikes around the play area, balance on wooden beams, and use stilts to walk aided by staff members. 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 and balls. Plans show how physical play is encouraged, using a variety of equipment and activities. Children stretch and move around enthusiastically to the 'Sticky Kids' tape as they sing and do the actions indoors. Quieter activities are provided for children as they look at books and listen to stories in the quiet area allowing them the opportunity to rest according to their needs.

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. Children confidently move around the spacious room and help themselves to the extensive range of safe, suitable and age appropriate resources provided. Children feel a sense of belonging. Coat pegs are named so they can easily find them and they self-register using named photographs. Children bring their own water bottles and confidently place them with their name card on the shelf. Children's art and craft work is displayed throughout the nursery. Photographs show them riding bikes on paint and paper to create their colourful paint collage. 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. However, the finger guard in the small reading room is loose and the kitchen drain cover is broken. Children cannot leave the premises unsupervised and there is no unauthorised access to children. The play area gates are securely locked and staff supervise the children when playing outside. 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 areas are checked 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. Planned visits from 'people who help us' are beneficial in raising children's awareness of 'stranger danger', road and fire safety. Fire fighting equipment is in place. The fire evacuation procedure is clearly displayed on the wall and practised regularly with the children. Children are kept safe on outings as adult-child ratios are maintained, permission obtained, and record keeping ensures children's safety.

Children are protected by staff who have a sound knowledge and understanding of child protection policies and procedures. Children's safety and well-being is enhanced by the staff's commitment in undertaking additional training to update their knowledge of child protection issues and recent changes in legislation. Children's general safety and welfare is met. Staff and children's hours of attendance are recorded in the register. A daily signing in sheet is maintained and the visitor book is completed. Staff make sure that procedures are followed when children are collected. However, not all children's individual records contain details of named persons allowed to collect children.

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 nursery. They are enthusiastic and self-assured in their play as they help themselves to the range of activities and resources provided. Activities and resources fully support their development and learning and are linked closely with the planning in place. Children paint a butterfly using primary colours and eagerly say what colours they are using. They collect natural materials from the meadow which they stick onto their collage. Children make sound relationships with adults

and other children. They enjoy the small group activities and their attention is fully maintained. Children sit together at snack time, they enjoy circle time and the activities provided. They listen attentively to instructions and understand the routine. Children's independence and self-help skills in practical activities are promoted. They tidy up the spilt sand using the small dustpan and brush and carefully transfer it into the bin. Children develop confidence and self-esteem through the interaction, care, love and attention they share with the staff. They warmly greet staff by name as they arrive and smiling faces are everywhere.

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 to allow sufficient time to explore and develop ideas. These routines enhance children's learning and development and differentiation is seen in practice. Children visit the local supermarket to buy fruit. At circle time children describe the fruit to others contained in a feely bag and younger children guess what it may be. The 'Birth to three matters' framework is fully implemented. Each aspect is linked to the topic for the term. Practical activities and daily routines are used to cleverly explain what children will achieve by completing each one. This is displayed in the reception area for parents. Staff have a good understanding of child development and this is seen in practice. Each child has a folder within which observations are entered and progress recorded. Children eagerly join in the activities provided and their concentration levels are maintained. Opportunities within the daily routine are used to engage children in conversation, singing songs and role play. Children enjoy quieter activities, such as sitting with staff to look at books and read a story. Children enjoy a range of physical play activities. Indoors children dance and sing to the 'Sticky kids' tape. Outdoors, they enjoy the adventure play area, the sand shed or sitting quietly reading a story with a staff member. Children enjoy digging in the soil, exploring the environment for worms or stones and looking in the meadow for natural materials for their picture.

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

Nursery Education

The quality of teaching and learning is satisfactory. Children make steady 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. Children can count confidently and can name a number of different colours. Children's mathematical skills, such as calculating, comparing, and problem solving are extended by staff within everyday practical routines. Children's learning needs are generally understood by the staff who have a sound understanding of the Foundation Stage. Staff work well as a team. They hold regular staff meetings to discuss long and short

term planning bringing ideas for the topics and focussed activities within them. The key worker system has been established to ensure new children form attachments with a key person. Planning is evaluated and activities are adapted for different age groups and abilities. Observations are made on individual children which are evaluated and used to inform future planning. These are then used to record progress using the stepping stones progress sheet and they inform the staff of what the child needs to progress to next.

Children are eager to learn; being self-assured in their play and confident to try out new experiences. Children enjoy sand and water play in the wet area. They play with dinosaurs in the sand and a full range of undersea world creatures in the water. Activities are linked and therefore help reinforce children's learning and development. However, continuous play areas are not fully established. A mathematical area is not in place and children cannot access the computer freely and labels are not used to help with letter and word recognition. Children develop hand-eye coordination in activities. They use scissors to cut up paper, complete jigsaws and use wooden set pieces with hammers and pins. They begin to develop their communication skills through the staff questioning them and reinforcing their language and vocabulary. They chat confidently with each other using a wide range of language, vocabulary and sentence construction and their thinking skills are suitably promoted at circle time. Children explore their environment. They watch intently as the tractor cuts the meadow grass. Children learn about caring for living things. The staff introduce the rabbit to them allowing them to stroke and examine its ears. Children see their reflection in its eyes and excitedly say so. They look for dandelions and watch in awe as the rabbit cleans itself in the rabbit run.

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 with each other 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 'Duplo' building bricks. They recognise colours, shapes and count the number they require with the staff member. 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. Children are eager to help others by tidying away toys and equipment during their daily routine.

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 generally promoted through activities that encourage equal play, and the resources and activities provided. Staff encourage all the children to help make the damson and apple crumble with the damsons they collected from the meadow. Children play harmoniously together. They learn to share and take turns when using the computer and when listening to each other at circle time. Children are familiar with the routine. They help tidy up as the music plays and explain that it is nearly time to have snack. Children begin to value each others' contributions in group time activities. They listen to their friends as they

show the items they have bought from the supermarket. Children begin to develop sound relationships with each other as they share experiences. They form appropriate relationships with the staff who 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.

The children behave well. They respond well to staff's positive strategies, such as giving time to listen, praising achievements and providing individual support and comfort. The behaviour policy is in place and the incident book is available. However, not all incidents are recorded. Children are aware of their own needs and the needs of others. They confidently go to the toilet and wait their turn to wash their hands. They show a willingness to put away the toys before returning indoors 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.

Children benefit from the satisfactory partnership with parents. Children settle well into the group 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 on 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 of the staff caring for their children. Parents are provided with a prospectus containing information about the setting and the care and activities provided. Information about educational activities is provided to parents in a newsletter and plans are displayed in the reception area. Children's activities and learning experiences are shared with parents verbally on collection and progress recorded in record books discussed at open evenings. Their steady progress is welcomed by parents, however, opportunities to extend and reinforce children's learning potential at home is not fully promoted. A limited amount of information for parents is available on the noticeboard. The complaints procedure is included in the policy booklet, however it is not displayed. Policies and procedures are maintained that are regularly reviewed and updated with changes in legislation.

Organisation

The organisation is satisfactory.

Children are cared for by adults who have a clear sense of purpose and a commitment to continual improvement. The staff are qualified and experienced. All staff have undergone suitability checks and a robust recruitment procedure is in place to ensure children's safety and welfare. The recruitment and vetting procedures ensure children are protected and cared for by staff with a sound knowledge and understanding of child development. The staff appraisal system and induction procedure ensures the nursery policies and procedures are applied. Individual training needs are recognised and continual training and development encouraged. The staff have a good knowledge of the 'Birth to three matters' framework. It is linked to practical activities children undertake within a planned topic and explained in full detail in a display in the reception area. Staff meetings ensure continuity of care is maintained and

information and routines developed in the interest of the children. Staff use appropriate behaviour management techniques which are consistently applied in practice. Members of staff work well together as a team and are clear about their roles and responsibilities. The premises are generally 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 and capitalise on spontaneous learning opportunities. 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 provided for children 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 from their learning experiences within the resources provided and focussed activities. The manager has a commitment to development and improvement. Input from development workers has been addressed in relation to planning and the manager is proactive in seeking advice in further developing continuous play provision. Planning for the Foundation Stage is completed with input from all staff members. Observations of children are used to highlight areas of progress and development. These assessments of children's progress are helpful in planning for the next step in children's learning. The manager motivates staff well. They work well as a team to promote children's learning and development, and the general care and routine of the group. 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 and staff discuss children's initial starting blocks 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 from each session and detailed progress reports are discussed at parents' open evenings.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 that the minimum requirement of wash hand basins are available for the number of children aged over two years
- make sure perishable items in packed lunches are appropriately stored
- ensure record forms contain details of named persons allowed to collect children.

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):

- develop children's IT skills by making resources more regularly available such as the computer
- provide opportunities for children to access continuous play activities to encourage free play and spontaneous 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.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk