



# Kingsley and District Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	305140
<b>Inspection date</b>	25 September 2006
<b>Inspector</b>	Sylvia Cornock
<b>Setting Address</b>	c/o St Johns C E School, Hollow Lane, Kingsley, WA6 8EF
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<b>Registered person</b>	Kingsley and District Nursery
<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 good. 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?

Kingsley and District Nursery is a registered charity and is managed by a committee of parents. It opened in 1985 and operates from three rooms adjoining St John's Church of England School in Kingsley, Cheshire. A maximum of 20 children aged from two to under five years may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 15.00 term time only. All children share access to a secure outdoor play area.

There are currently 18 children aged from two to five years on roll. Of these, 10 children receive funding for nursery education. The nursery currently supports children with learning difficulties and disabilities and children who speak English as an additional language.

The nursery employs three full-time and two part-time members of staff who work directly with the children. All hold appropriate early years qualifications.

The setting receives support from a local authority teacher and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children thrive because staff follow good, effective procedures and practices which meet the children's physical, nutritional and health needs. The good adult support and guidance helps children gain a good understanding of hygiene and a desire to become increasingly independent in their personal care. All children are developing a good awareness of simple hygiene procedures, such as hand washing at appropriate times. Children show an awareness of the purpose of hand washing to remove germs before they help prepare the snack. This routine promotes good hygiene procedures. Staff have clearly established routines for cleaning toys, equipment and surfaces. However, children's snacks are served directly onto the table. This compromises children's health.

Children's physical development is promoted. Children have daily access to exercise to develop their skills and help them learn that playing in the outdoors contributes to a healthy lifestyle. Staff have some knowledge of the 'Birth to three matters' framework and are considering introducing this into the daily routines. Their good understanding of each child's stage of development means the youngest children are confident to try out new skills, and show interest in exploring their physical capabilities using the broad variety of equipment provided.

Children are well protected due to good sickness, medication, accident and emergency procedures. Staff are careful to ensure that medicines are appropriately administered so that children's health is protected. Staff hold up to date first aid qualifications, helping to meet children's needs in the event of an accident or emergency. A clear sickness policy helps protect children from the spread of infection.

Children are well nourished and are developing an awareness of the importance of healthy eating. Children's particular dietary needs and preferences are well catered for. Snacks provided are healthy and nutritious. Children can freely help themselves to drinking water from the dispenser, further promoting their good health and development.

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

The provision is good.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. This is to allow children to learn some sense of danger and knowledge about how to protect themselves from harm. Children learn to keep themselves safe through discussion with staff; for example, about the importance of not running indoors, because of the danger of hurting themselves or others.

The rooms are arranged well to provide different areas for play. They have access to a good range of clean, safe and well-organised equipment. Toys and equipment are suitable for different ages and abilities, meeting children's individual needs effectively. Children develop independence as they select from the easily accessible equipment.

Good safety procedures are in place to protect children from hazards and dangers. Regular evacuations of the premises are practised, developing children's understanding of the procedure to be followed in an emergency. Staff have a strong awareness of the procedures to be followed regarding child protection. They have a good understanding of the policies and procedures and their responsibilities to maintain a safe and caring environment for children.

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

The provision is satisfactory.

All children arrive happy and enjoy their time in the nursery. Those who are new to the nursery are helped to settle by staff who are sensitive towards their individual needs. Staff establish positive relationships with children, helping them feel settled and secure. Early communication skills are well supported through good adult to child interactions. Children achieve well and benefit from a broad range of activities which promote their all-round development. However, during the time when children are using musical instruments staff intervention is limited, and this results in some children dominating the activity and other children's individual needs not being met. Children learn to explore and investigate using their senses, as they feel the textures of different materials in art and craft sessions. Staff are beginning to introduce the 'Birth to three matters' framework into their planning and practice to enhance the quality of children's learning.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a good knowledge and understanding of the 'Curriculum guidance for the Foundation Stage' and the early learning goals, which is reflected in the wide range of varied and interesting activities provided. As a result, children make satisfactory progress.

Children are settled and happy due to the calm, positive interaction from staff. Children are engrossed in a wide range of purposeful and developmentally appropriate indoor activities, which provide good levels of challenge appropriate to their age and stage of development. These include good imagination and initiative as they build and design with construction kits showing dexterity. All children are eager to learn, self-assured in their play and confident to try new experiences. They listen well and enjoy stories as they contribute their ideas, using the puppets to accompany the story with skill. However, reading books are not presented well and children are not encouraged to freely access books. Some children use marks readily to represent their ideas and older children are adept at attempting to write their own names. Children are extremely imaginative as they write appointments in the appointment book at the doctors' surgery. They make sense of the world around them as they observe the outdoor area and welcome visitors, such as 'Zoolab' who bring in different species to view and discuss. They enjoy outdoor activities including opportunities to use larger physical equipment to promote their climbing and balancing skills.

Children work well together. For example, they help one another build the train track and help with dressing up clothes. Children gain confidence in using number operation in everyday routines and planned activities. They count the children present, and sing songs and rhymes to extend their understanding of number operation. Their small physical skills develop and improve through a wide variety of experiences, as they paint, draw and use tools in various creative activities.

Staff have a good awareness of children's capabilities and, in their day-to-day teaching, build on this to develop learning. Children are achieving satisfactorily, because staff plan effective activities which promote their interests and needs. Staff provide a balance between adult and child-led activities, which allows children to learn at their own pace. Staff are in the early days of introducing a new system for planning the curriculum and assessment of children's progress and achievements. However, children's individual learning needs are not currently included in the planning of the educational programme and the planning does not detail how staff are to be deployed. The method for recording observations of children's learning is also being changed to ensure that planning and teaching consistently builds on what children know.

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

The provision is good.

Children are welcomed and play a full part in the nursery because staff value and respect their individuality. Children behave well as staff give them plenty of praise and support for their efforts and achievements. Staff act as good role models, showing respect and consideration for children and each other. Staff meet individual needs well with regard to behaviour management, offering a clear and consistent approach which takes into account children's stage of development. Children respond well and as a result show a growing awareness of right and wrong.

All children are included in the activities provided and individual needs are well met. This helps to develop children's confidence and self-esteem. Children gain awareness of their local environment and the diversity of the wider world through a good selection of resources and activities that promote positive images. Children's awareness is well promoted through topic work relating to 'People who help us in their work' and celebrating different festivals, with opportunities to taste food from different cultures. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good and contributes significantly to children's well-being in the nursery. The settling in policy helps children to be reassured and feel that they belong. Parents' views about their child's needs and interests are actively sought, before the child starts at the setting and on a regular basis throughout their time there. The welcoming entrance area is used well to provide information about events and other relevant information. Staff ensure that all parents know how their children are progressing and developing through regular informal discussion and newsletters. This effective communication between parents and staff helps to promote children's welfare, safety and learning.

## **Organisation**

The organisation is good.

Children's care is enhanced by the good organisation. The leadership and management is satisfactory for nursery education. The provider and manager work well together to ensure that children are cared for in a positive and supportive environment which effectively promotes their social and moral development.

All staff are well qualified and have relevant experience. The nursery's commitment to improvement is reflected in the programme for staff training. This has a positive effect on children's learning and welfare. Staffing levels are organised to ensure that they are above the required ratios at all times and that children have good level of attention and support. The high ratio of staff meets the needs of all children.

The premises are well organised. Indoor space is laid out to maximise play opportunities for children. Resources are organised well to promote children's safety, care and learning. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Policies and procedures are effectively in place and contribute to positive outcomes for children.

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

## **Improvements since the last inspection**

At the last care inspection the setting were asked to consider how children are grouped at some adult-directed activities, and to review the arrangements for washing paint pots. The provider has addressed these by reorganising the planning of activities and they have purchased different coloured washing up bowls for different hygiene purposes. They were also asked to ensure that the child protection policy statement included the procedure to follow in the event of allegations being made against staff. This is now included in the policy statement. These measures enhance children's learning, safety and well-being.

At the last education inspection there were four key issues. First, to develop the writing and role play areas to allow children to write for a number of purposes and variety. Staff have developed an area for writing and provide resources in the role play area, which enables children to freely write, for example, lists and appointments. They were also asked to ensure planned activities are sufficiently challenging for the older, more capable children and to ensure the weekly plans take into account the resources implications for each activity. The setting has redesigned the planning and are currently making other changes which address this area. They were asked to provide information and literature to parents detailing the curriculum and the six areas of learning. The introduction of written information on the education provision and how this is achieved is available for all parents. The introduction of these issues enhances children's learning and development and good partnership with parents.

## **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.

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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):

- consider how staff interact with children to ensure all are engaged in purposeful play and their individual needs are met.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to freely select books and ensure the presentation of books is inviting to encourage children to select
- continue to develop the planning of the curriculum and activities to ensure children's individual learning is promoted and ensure staff are aware of where they are to be deployed.

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