



Kickers and Dribblers

Inspection report for early years provision

Unique Reference Number	EY216176
Inspection date	19 September 2006
Inspector	Jennifer Barton
Setting Address	Tannery Ground, Middle Brooks, Street, Somerset, BA16 0TA
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Registered person	Cassandra Leigh and Annmarie Leigh
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

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?

Kickers and Dribblers Nursery and Pre-school is privately owned and opened in 2002. It operates from a Football Ground Social Club on a residential estate in Street, Somerset. The setting uses an entrance foyer, toilets, kitchen and outside area. The nursery is based in one room with inter-connecting doors to the skittle alley which is used as a pre-school. The setting has access to an enclosed, tarmac play area.

The nursery opens five days a week all year round from 08.00 until 18.00.

There are currently 29 children from three months to five years on roll. This includes nine children receiving funded nursery education. Children attend for a variety of sessions. .

Ten staff are employed to work with the children. Nearly all staff are qualified in early years qualifications to National Vocational Qualification (NVQ) level 2 and 3. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a healthy environment, each day they benefit from fresh air as they go for walks or play outdoors.

Children are learning the importance of good hygiene and are understanding why they regularly clean hands after visits to the toilet and messy play. Children are able to access antibacterial soap and use appropriate warm air hand driers to prevent the spread of infection. However, washing of hands before handling food is not always consistent. Babies and young children are well protected against the spread of infection and illness through good procedures by staff such as, wearing appropriate aprons and gloves before nappy changing. All children are well protected from illness and infection through comprehensive policies and procedures such as, monitoring and written records on children who become unwell while attending the nursery. Accurate records are maintained of all accidents and medication administered, thereby ensuring children are well cared for and emergency medical treatment can be sought in the best interest of the child.

Children enjoy healthy and nutritious snacks and meals and have easy access to drinks at all times. Children's dietary requirements are met well through good information and liaison from the parents. Children are learning about the effects of healthy eating and physical exercise on their bodies through well planned activities, such as making topic folders on 'Looking after their Bodies'.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Overall children are cared for in a safe and secure environment. Children's safety is promoted through good risk assessments which minimises accidents such as, completing daily checks of the environment due to sharing the premises with other users. The premises provide adequate safe space for children to participate in activities to support their development, however, the messy area of the nursery room is not fully hazard free. All equipment and furniture is well maintained and suitable for the ages of children cared for. Children are welcomed into the provision by caring and friendly staff.

Children benefit from good levels of supervision and sleeping babies and children are regularly checked and records completed. Children's safety is promoted when playing outside as staff erect a fence and there are good procedures when children are taken on outings.

Children are protected from harm through staff's appropriate understanding of child protection procedures in line with the local area child protection committee procedures. Regular fire drills,

good fire log records and appropriately placed fire appliances ensure children are protected well against the risk of fire.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their stay in the setting. Children's learning and play activities are very thoroughly planned and staff have a good understanding of the Birth to three framework and the Foundation Stage curriculum. Children have regular observations and comprehensive progress records are completed.

Older children are involved in a limited range of activities which consequently offers a lack of choice to promote their learning. Activities provided are not sufficiently challenging or interesting enough to extend some children's learning to help them reach their full potential. Children show confidence and independence as they participate in circle time activities and they are very enthusiastic when joining in action songs. Children enjoy colouring their peacock pictures by finger painting. Babies and younger children are supported well in their learning by staff who know them well. They enjoy participating in music sessions of singing and using musical instruments. Children show excitement when using the soft play equipment and the ball pool.

Nursery Education.

The quality of teaching and learning for funded children is satisfactory. Staff have a sound knowledge of the Foundation Stage and children are making appropriate progress across the six areas of learning. Written plans provide a good balance across the six areas of learning but in practice activities are not stimulating or challenging enough for the more able children to reach their potential. Staff's interaction skills are limited as children are often merely occupied rather than being questioned or challenged. Children's comprehensive progress records show how they are making some progress along the stepping stones.

Children are growing in independence and confidence and this is encouraged in every day routines, such as circle time and snack time. Children's listening and speaking skills are developing well and they enjoy listening to stories and singing rhymes. They are being introduced to letters and their sounds through everyday routines, such as register time. Children enjoy a library book system and are able to recall stories in drawings. Children participate in many activities and work with key workers to reinforce counting and to incorporate simple problems. They are learning to recognise number shape.

Children have a good awareness of their own environment and are becoming aware of the wider world through planned activities. Children are being introduced to information technology and use the nursery computer to support their learning. Children are involved in activities to develop creativity and imagination such as, play dough, however, development is limited due to limited staff interaction skills and unchallenging activities. Children participate in regular activities to develop fine motor skills but they do not experience regular activities to develop gross motor skills.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. Children's spiritual, moral, social and cultural development is fostered. Children's individual needs are considered by staff when activities are planned to suitably enhance their progress. Staff take positive steps and are proactive in promoting the welfare and development of all children including those with additional learning difficulties. They provide comprehensive individual learning plans and liaise with professionals and parents. Children are introduced to diversity through planned activities and resources reflect a positive image of culture, gender and disability.

Children behave well, they are able to share and take turns in activities. Staff are good role models for children, they are calm and polite when asking children to complete tasks, such as tidy up time. Children's good behaviour is promoted well by staff's regular praise and encouragement. Children benefit from good behaviour management and staff's consistency in dealing with behavioural issues.

Partnership with parents and carers is good. Comprehensive written information, policies and procedures about the setting are available to parents. The nursery has a clear complaints policy and the complaints record is completed appropriately. Parent file, newsletters and an information notice board inform parents of forthcoming events and up to date news. Staff are available daily for discussion with parents and carers and they are aware that children's progress records are accessible to them at all times. Staff encourage parents to be involved in their children's development through the library system and children take home completed files of their topic work. The nursery staff complete daily books of babies and young children's activities to share with the parents.

Organisation

The organisation is satisfactory.

Children are happy and settled in the environment although space, resources and activities are not organised to gain the maximum benefit to all children such as, lack and arrangement of resources. Children's work and appropriate posters are not displayed to provide a welcoming environment for children.

Leadership and management of the nursery is satisfactory. Leadership and management and the staff work very well together and are very committed. They have systems in place to reflect and monitor their practices such as, staff appraisals and staff meetings. However, not all areas for improvement have been identified such as, organisation of space, resources and activities in the pre-school.

Children benefit from comprehensive and suitable documentation to promote their welfare, care and learning, these include good policies and procedures, regular observations and written assessments. Leadership and management is very supportive of staff's training needs and encourage regular training to increase their knowledge and understanding to support children's development. Staff are mainly well deployed, children are grouped appropriately and children are adequately supported with some individual attention with their key workers.

Effective recruitment procedures including induction of staff is in place and all staff have appropriate childcare qualifications.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous care inspection recommended that the nursery store drinks in line with food and hygiene requirements. The nursery now stores dairy drinks in the fridge but nearly all drinks for children are brought from home and stored in the appropriate rooms where children can access them easily to meet their own needs.

The previous nursery education inspection recommended that routines include regular opportunities for children to hear and say sounds of letters; provide more resources for developing writing in a variety of purposes and to introduce the use of information technology to support children's learning.

Staff now include letter sounds in daily routines such as circle and register time where children are now able to learn and become familiar with the sounds of letters. Some resources and activities have been introduced to encourage writing as a form of communication but currently are not sufficient to increase children's understanding through a variety of purposes and will be included in the recommendations from this inspection. Children have access to a computer where they are able to follow suitable programmes and become familiar with a key board to support their learning.

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.

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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 children's hand washing procedures are consistently encouraged especially before handling food
- review the planned activities and resources to ensure sufficient challenge is provided for all children to support them in reaching their full potential (this also refers to Nursery Education)
- make best use of the space, and environment to make the premises more welcoming for children
- ensure play areas are made safe for children, with particular regard to the messy area in the nursery room.

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 regular opportunities for children to develop gross motor skills, creative and imaginary skills and further increase resources for children to develop writing skills in a variety of purposes
- improve staff's interaction skills to maximise children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk