



## **Penn Kids Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	224855
<b>Inspection date</b>	30 October 2006
<b>Inspector</b>	Patricia Webb
<b>Setting Address</b>	1 Woodfield Avenue, Penn, Wolverhampton, West Midlands, WV4 4AG
<b>Telephone number</b>	01902 334864
<b>E-mail</b>	
<b>Registered person</b>	Pamelajit Kaur Sangha
<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?

Penn Kids Day Nursery has been registered since 1997. It is privately owned and operates from a converted house in Penn, close to the city of Wolverhampton. There are nine base rooms and additional playrooms laid out over two floors. There is a fully enclosed outdoor play area. There are local shops, parks and schools within walking distance. The nursery serves the local area.

The nursery is registered to care for a maximum of 66 children under eight years of age at any one time. There are currently 40 children on roll including children in receipt of funding for nursery education. Children attend a variety of sessions. The provision includes a before and after school service and pick up for 16 children aged five to 12 years. There are currently 11 children on roll for the out of school club. The nursery is open Monday to Friday, 07:30 to 18:00 all year round.

There are 15 staff employed to work directly with the children most of whom hold an appropriate early years qualification. The nursery receives support from the early years department of the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are developing an awareness of the importance of good health and fitness. Older children understand that germs on their hands need to be washed off before eating or they will have tummy ache. Staff attending to the needs of younger children ensure that routines are effective in reducing the risk of the spread of infection. Accidents are handled efficiently by qualified staff who hold current first aid qualifications. A strict policy of only administering prescribed medicines is adhered to and this task is completed by senior staff.

Children enjoy a varied menu of main meals and snacks. They have the opportunity to try different foods such as poppadoms and chopped up salad as well as their favourite tea of 'eggy bread' and fresh fruit. Older children in the out of school club serve themselves but are not always sufficiently challenged to prepare their own snacks. They do however engage in some simple cookery activities. Drinking water is available throughout the day. There are times when the cups, feeders and bottles used for individual children are handled and used by other children thereby increasing the risk of the spread of infection.

Children develop their physical skills through a range of activities indoors and outside. They use games such as 'traffic lights' to learn how to stop and start, change pace, negotiate space and avoid bumping into others with care. They delight in developing co-ordination skills as they use bat and ball games and hopscotch to achieve this. Manipulative skills are developing through easy access to small tools and implements and from using malleable materials such as play dough and jelly.

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

The provision is satisfactory.

Children arrive and are welcomed into a child-focused environment decorated with colourful posters and photographs of children at play. The fabric of the building does however show signs of significant wear and tear. Action plans are in place to attend to some aspects of redecoration and the cleaning or replacing of some carpets which are badly worn in some care bases. The refrigerator currently in use in the milk kitchen is in poor repair. This hinders children's health and safety.

Risk assessments are carried out by staff but are at times ineffective in reducing hazards to children such as loose staples found on the floor, torn netting to the side of one of the travel cots and a number of safety covers missing from electrical sockets. Children are becoming aware of their own safety as staff remind them about tidying up and they discuss road safety when waking to and from the nearby school and when out on walks in the local community. They participate in regular fire drills which are recorded.

Resources are varied and suitable for the ages and range of children attending the setting. There is a balance between natural materials and man-made resources to ensure children have a range of experiences. For example, the young babies and toddlers develop their senses as they explore the contents of treasure baskets. Staff in the baby unit do not have appropriate seating to enable them to be at ease when settling and feeding babies.

Children's welfare is safeguarded as staff have a basic knowledge of the child protection procedures. Staff are aware of the signs and symptoms of child abuse and neglect. The recording of initial concerns that may give rise to taking further action are not always completed effectively thereby hindering any possible referral.

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

The provision is satisfactory.

Children are settled and at ease in the familiar routines. They show interest in what activities are on offer and readily use the resources freely. Children experience a varied range of activities that contribute to their overall development and enjoyment supported by familiar staff. Staff have received training in 'Birth to three matters framework' and are currently working to perfect the delivery of this programme. Staff are still developing their knowledge of how the recording of observations is used to inform planning for the next steps in children's development. This hinders how staff can fully prepare for developing individual children's progress.

Staff build warm and positive relationships with the children who benefit from the friendly and supportive interaction. Lots of smiles and laughter take place throughout activities and children enjoy a balance of rough and tumble games, creative activities and quiet times supported by key workers who know the children well. For example, in the baby room, one child enjoys using the free-standing baby swing and staff respond to her gestures as she points to the piece of equipment, helping her to get in. Another baby progressing to sitting up unaided is offered a variety of toys and equipment to encourage this aspect of development, as staff know that the use of moving toys and musical activities will build upper body strength.

Older children attending the out of school club enjoy a range of activities planned for their age and interest. During main school holidays activities are discussed with them and they are able to make choices about their play. This includes visits to the cinema and local play venues. Older children engage in animated conversation as they recall their favourite parts from the Pink Panther film seen during the Easter holidays referring to the pictures they drew on their return. They excitedly prepare for the forthcoming party for Halloween, designing the décor to be as 'scary' as possible.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff have sufficient knowledge of the Foundation stage to ensure that children make steady progress in all areas of learning. Planning is done by the pre-school room senior member of staff with input on ideas and suggestions for topic work from the staff. Plans are detailed, linked to the learning objectives and demonstrate how all the stepping stones are covered across each major topic over a period of time. There is a balance of adult-led and child-initiated activity during each session to ensure that children

develop their independence and are able to take activities off in their chosen directions. For example, a dressing up session develops into a re-enactment of the story of the Hungry Hen they had earlier in the day, having decided to ask the member of staff to change the title of the story to the 'Red Hen'. Focus activities are planned carefully and detailed evaluations are done to indicate areas where staff may need to offer support or amend how an activity is presented. The differentiation for children of differing abilities is not always clearly indicated in overall planning and hinders how staff plan for the next steps in individual children's progress.

Assessment is entered on Foundation Stage profiles every six months which is not frequent enough to effectively identify areas where an individual child is achieving or struggling. The starting points for individual children are not clear, although where children have moved up through the setting, staff do exchange information about their progress in the 'Birth to three matters' framework.

Staff are aware of how children learn through practical activities and experience and so outings are frequently arranged to venues such as the local library, a nearby temple and a commercial play centre. This expands children's awareness of their community and is used to reinforce some of the discussion and topic work done on site. Some staff are aware of using effective questioning to expand and extend children's thinking and learning as they ask open questions and reflect children's answers back to consolidate some of the learning. This is not always consistently applied as some staff have yet to fully develop this skill. Whilst there are no children attending with concerns regarding their overall development, staff are aware of the need to liaise with the special needs co-ordinator and parents in order to address any issues at an early stage. Linguistic skills within the staff group assist in developing effective communication with children and families where English is an additional language.

Children generally behave well. They respond to staff's directions and instruction and know why they are receiving praise. This is because staff take time to explain what they have done to warrant the praise and consequently children take pride in showing visitors the star chart where their 'car' moves along to the finishing line as they receive more stars. They are developing an awareness of right and wrong as staff discuss such issues with them as part of their everyday routines. For example, a four-year-old child informs the member of staff that he knows eating with your mouth open is rude and not nice.

Staff make satisfactory use of time and resources in the setting. There is a balance of natural resources and commercial equipment as children use both alongside found materials such as the leaves they have collected during a nature walk and making pumpkins and apples out of salt dough. The use of circle time is kept to short snippets and ensures that younger children's interest is maintained effectively. Rooms are laid out to offer access to equipment and differing activities across all areas of learning. The layout of the premises does not allow for children to have free access to outdoors although staff do ensure that, weather permitting, children have frequent opportunities to participate in a variety of activities including painting, and quiet play as well as more physical activity when they access the outdoor play area.

Children are developing their independence as they attend to their own personal care such as toileting, brushing teeth and preparing for outdoor activity by putting on their coats and changing their boots. Staff ask them about what sort of shoes are suitable for outdoor play as

the look at the footwear of some of the adults and decide that sandals are no good for using on a nature walk. 'You need a pair of wellies to go in the mud' says a four-year-old child.

Most children are chatty and confident in initiating conversations with their peers and with adults. Older children understand about listening as well as chattering and show interest when others are speaking. They enjoy stories and ask staff for favourites like 'The Red Hen' and 'Elmer', repeating familiar phrases with the member of staff. They sing songs and rhymes from memory such as when they choose a disc of Christmas songs and one child immediately joins in with 'Rudolph' telling others that he remembers that song from last year. Some older children make good attempts at writing as they form recognisable letters for their name and one child writes on a sign to inform visitors about the names of the fish.

They use numbers in daily routines as they count plates and dishes for snack time and older children can take one away when it is not needed. They use puzzles and shapes to sort and develop an awareness of form and space in specific mathematical activities such as peg boards and also in construction. An early introduction to measuring is followed through as children measure each other and the staff plotting their growth on a height chart they have made.

Children show skill as they use IT equipment such as the computer with skill and confidence. They know how some equipment works such as when playing 'hospitals'. The 'doctor' needs to plot his patient's progress on his toy computer and knows why it doesn't work straight away. He examines the lead and realises the adaptor lead is not inserted correctly. He proudly sits back down having connected the power and now he can sort out the 'medicine'. A discussion then takes place regarding where the patient gets the medicine from and a three- year-old tells him that ' you can only get it from the chemist'.

Children enjoy a range of different genres of music such as mood music, ethnic melodies and classical music as well as preparing for the arrival of Christmas. They use different instruments to make their own music and develop an awareness of changing tempo and volume. They use the 'creative room' for art and craft activities as they access various media for creating their masterpieces. They talk about how they made the vegetables using the salt dough and inform visitors about the difference between this and play dough.

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

The provision is good.

Children enjoy positive relationships with staff who know them well and respond to individual needs. Staff greet children with smiles and chatter, knowing individual children well in order to meet their needs. The staff team reflects the community the nursery serves and linguistic skills are utilised effectively to develop communication for children for whom English is an additional language. Children develop an awareness of the diversity of society as they celebrate various festival such as Diwali and Harvest, participating in Rangoli patterns and preparing a small hamper for delivery to a nearby elderly residential home. Children show care and consideration for each others as, for example, a child declines the visit to the local play venue because he feels ill. A three-year-old child asks him later if he feels any better. This contributes to children's spiritual, moral, social and cultural development being fostered.

Whilst there are currently no children attending with identified learning difficulties or disabilities, staff are aware of the need to work sensitively with parents and other agencies to ensure consistency in individual children's programmes. Whilst staff promote a positive attitude with regard to disability, the selection of resources depicting positive images to support this are limited hindering how children can fully develop their awareness of the differing needs of others.

Children's behaviour is generally good. Staff ensure that children's efforts and achievements are recognised and praised. Staff are aware of ensuring that behaviour management strategies are appropriate for the ages and stages of the individual child. Staff have a sufficient understanding of development and recognise that some behaviour displayed by some younger children such as biting and tantrums are related to a child's level of maturity and understanding. Children from the out of school club show a clear understanding of the boundaries they have helped to develop and therefore follow them well. They know the routines and expectations that staff have of their behaviour.

The partnership with parents and carers is good. Daily routines and activities are recorded for parents to browse through and discussions with key worker staff are welcome at any reasonable time. Parents of children in receipt of nursery education receive detailed information about the Foundation Stage and visit the pre-school base prior to their children moving to that level. Parents' evenings are held regularly to discuss overall progress and developments and they are involved in their care and learning as they receive regular newsletters and information about topic work and outings.

## **Organisation**

The organisation is satisfactory.

Children's welfare and well-being are suitably promoted by staff who are qualified and experienced in early years. They take time to develop caring relationships with the children and support their care and learning in a settled environment. Suitable recruitment and vetting procedures ensure that children are cared for by suitable persons. Staff attend relevant training and workshops to update and develop knowledge and understanding in a range of areas of child care and education.

Children enjoy accessing the various areas of the nursery, especially the outdoor play area where they engage in physical activity on a daily basis. Whilst the overall staffing ratios are met, the actual deployment of staff is not always effective in meeting the needs of young children. This is particularly evident when staff take their breaks following the lunch time routines and hinders the support given for some children.

All of the legally required documentation is in place and policies and procedures are shared with parents and staff to promote the smooth running of the setting.

The quality of leadership and management is satisfactory. The owner visits the setting on a weekly basis and carries out regular appraisals to identify strengths and weaknesses within the delivery of the foundation stage curriculum and the overall operation of the nursery. Staff have implemented previous action plans and there is a commitment to ongoing improvement. The

setting receives support from the local authority and records re kept of meetings to plot progress.

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

### **Improvements since the last inspection**

Since the last inspection the nursery has taken appropriate steps to address the recommendations. The staff have reviewed the formats for recording accidents and these are now completed on individual sheets for each child with parental signatures recorded clearly.

The storage of resources has been improved by fitting lower shelving in most care bases and supplying suitable low level storage units. This enables children to make choices about their activities and develop independent thinking.

Some members of staff have linguistic skills and these are used to promote effective communication with children and families where English is an additional language, Staff also discuss with parents and carers to obtain key words and phrases such as 'Bibi' being 'grandmother' in Punjabi to enable children to feel more settled and secure. Risk assessments are carried out by staff but are not always effective in identifying and minimising hazards to children and this has been raised as a recommendation at this inspection.

Staff take steps to reduce the risk of the spread of infection particularly when engaged in intimate care of the children. Disposable gloves and the use of paper sheets help to prevent contamination.

The nursery is now implementing the 'Birth to three matters' framework to influence planning and the delivery of a stimulating programme. The staff are developing their skill in completing observation and assessment and using this effectively to plan for future progress for individual children. This is not yet fully developed and has been raised as a recommendation at this inspection.

The contingency plans for covering emergencies and staff breaks are still not fully addressed as the deployment of staff is not always effective in meeting the needs of younger children. This has been raised as a concern at this inspection.

Following the previous inspection of nursery education the staff have addressed the key issues through the action plans drafted. Some staff use effective questioning within everyday routines to promote children's thinking and language. For example, when preparing to play outside, a member of staff asks children what sort of footwear is suitable for the weather. She then asks them to consider the footwear of some other children and some adults. Children then hold a conversation about using wellies and not sandals if it is muddy.

Children use mathematical thinking to solve simple problems in their routines. They count the plates required for snack time as staff remind them about taking away the plates of children who are not present. They manoeuvre puzzle pieces carefully into place having turned and tested the position.



Children have easy access to a varied range of media and resources to develop their construction skills and enjoy a wide variety of different types of music. They discuss their favourite nursery rhymes and request the CD of the relaxing mood music after lunch as they settle to quieter activities.

### **Complaints since the last inspection**

Since the last inspection Ofsted has received five complaints that have required the provider to take action to improve the quality of the service offered. The complaints have related to National Standard 1- suitable person; Standard 2-Organisation; Standard 3-care, learning and play; Standard 11- behaviour; Standard 12- working in partnership with parents. A number of actions were set following visits from child care inspectors and a complaints officer. All the information and the response to the actions has been reviewed by a child care inspector team manager. Ofsted is satisfied that the National Standards are now met and the registered person remains qualified for registration.

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):

- improve hygiene routines with regard to the provision of fresh drinking water in order to reduce the risk of cross contamination
- ensure that risk assessments are effective in identifying and minimising risk to children
- ensure that the premises and equipment are well-maintained, safe and suitable for their purpose
- develop staff's knowledge and understanding of the observation and recording of children's progress to inform planning for their development (also applies to nursery education)
- develop and expand the range of resources reflecting positive images of disability.

## **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 the planning to clearly identify differentiation for children of differing abilities
- improve the systems for assessment to include baseline assessment of children's abilities on entry to the foundation stage. Ensure that the overall assessment facilitates the plotting of the next steps in individual children's development.

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](http://www.ofsted.gov.uk)