



Aprex Limited T/A Kinder Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY152753 |
| Inspection date | 09 November 2006 |
| Inspector | Esther Gray |
| Setting Address | 122 - 123 Livery Street, Birmingham, West Midlands, B3 1RS |
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| Registered person | Aprex Ltd T/A Kinder Day Nursery |
| 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Aprex Ltd T/A Kinder Day Nursery opened in 2001. It operates from an open plan building at the junction of Constitution Hill and Livery Street in Birmingham City Centre. The nursery predominantly serves parents who work and study in and around the city centre.

There are currently 28 children from six months to five years old on roll. This includes two funded three-year-olds. Most children attend full time and some for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08:00 until 18:00. Eleven full time staff work with the children. Ten staff hold early years qualifications to National Vocational Qualification level 2 or 3. One staff member is currently working towards a level 2

qualification in early years and childcare. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. They are an associate member of the National Day Nurseries Association and member of the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The children's health is effectively promoted as the staff take positive steps to promote the children's good health, and encourage them to begin to take responsibility of meeting their own health needs. The children are provided with separate flannels and towels and they are helped to understand that washing their hands before handling food and brushing their teeth after meals helps keep them healthy. A wonderful pictorial reminder is displayed on the partition facing the children as they exit the hand washing area to return to their activities. The children have opportunities to see photographs of themselves washing their hands to reinforce the message in a positive way. Positive steps are taken to prevent the spread of infection by keeping the premises clean, wearing gloves when changing nappies, regular sterilisation of feeding equipment and safe handling of food. Appropriate measures are taken when children are ill so that health and care needs are met. Staff up-date their food hygiene qualifications on a regular basis which ensures all safe health and hygiene requirements are met to protect the children's well-being.

The children have exceptionally good opportunities to learn about healthy eating because the setting provides children with regular drinks and food that are nutritious and which comply with their dietary and religious needs. They also engage the children's parents and carers in workshops and training for the whole community in a topic of 'Healthy Eating'. The children are reminded of the activities they have enjoyed in the displays of their work and in looking at food in different cultures from around the world. This topic was enjoyed across the nursery with all age groups. The children talk about what is good food for the body, tasting food from different cultures in another topic on 'Black History' which also covered the festivals of Diwali and Eid. Planning shows how this will continue as they approach Christmas to look at the food offered in this festival. The older children help with the preparation of meals and snacks. Mealtimes are relaxed, social occasions when children and adults sit together around the table to enjoy their food and each other's company in a comfortable family atmosphere.

The children enjoy excellent opportunities to experience physical activity and develop their skills. They access a range of activities such as, crawling, balancing, throwing, catching and moving to music. This enables the children to develop their confidence on a wide range of equipment that provides challenge. The staff ensure children make very good progress in their physical development by providing plenty of opportunities for physical play through well planned indoor and outdoor activities. This helps children develop the confidence to enjoy moving with control, using their bodies in various ways, for example, dancing to music. The children are helped to understand how exercise helps them to stay healthy as they warm up and cool down and rest. The children begin to recognise how fast they breathe and how fast their heart races when they exercise. There are opportunities to use other toys and resources

to develop their physical skills in emergent writing skills and mark making, providing a comprehensive package of well planned play to promote a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The manager and staff ensure that the environment gives children good access to a comprehensive range of facilities that successfully promote children's development. The children are safe and are very well cared for in premises that are safe, secure and suitable for their purpose. This is a welcoming and child centred environment. This is illustrated in the proclamation at the entrance which encourages a 'bright smile in all languages'. This is the greeting the families receive and continues with children's work displayed around all rooms, celebrating children's success. There is no outdoor space however staff were awarded a Top Start training activity bag as they are particularly good and proactive in promoting physical play. The pack includes such resources as; bean bags and skittles, amongst many other resources for physical play. The children always use a wide range of equipment that is suitable and safe with furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained.

The children are safe as a result of the staff's very good awareness of health and safety and all reasonable steps are taken to minimise risks to children. The children play safely due to the high priority the staff place on ensuring all safety features are in place. For example, gates are diligently closed and there is an excellent security system monitoring the entrance. Staff also ensure all visitors are not left unattended with children. Risk assessments both visual and written are conducted and all staff understand how to minimise risks for the children in their care. Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe and use self control in order that they don't hurt others. For example, they learn about fire safety, rehearsing the emergency evacuation procedure regularly with the provider and staff and how to move safely around their environment.

The children are well protected from harm because staff have a good understanding of their role in child protection. They are able to put appropriate procedures into practice. The children learn how to keep themselves safe, by not talking to strangers. The children begin to understand their rights and what to do if they are concerned or worried in any way. This is conveyed through talking and sharing their feelings with appropriate staff and key workers. The children are protected by adults who are suitable and vigilant and can identify the indicators of abuse.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The children are confident, independent and are developing their self-esteem. They ask questions and respond to new challenges by questioning and using their own initiative. All children have their individual needs met and are developing a good range of knowledge and skills because there are very effective plans which provide age appropriate activities and play opportunities that help children achieve in all areas. Children begin to distinguish right from wrong and form

positive relationships. There are consistent boundaries and very good adult support which helps them to develop appropriate skills.

The children are happy and settled because the staff work very well together as a team, creating a large family atmosphere within a stable staff group, providing consistent, continuity of care for the children who arrive happily into the setting. Those who visit for the first time are given good sensitive support to settle and staff ensure there is plenty of support and cuddles to reassure them. Children have a good balance of activities with routine timetables which include very good physical play times, creative play times and time to explore and experiment with the resources around them. The messy play area is available all day every day with a variety of additional resources to provide stimulation and add excitement to the day. For example, the children enjoyed an extremely messy 'gloop' experience which produced squeals of delight and very messy aprons at the end of it.

The children's social, emotional, physical and intellectual development is promoted because staff listen to and value what children say, talk to them, have high and yet realistic expectations of what they can achieve. They have a solid knowledge of the children's starting points, because the children are assessed as part of the 'Birth to three matters' programme which is successfully utilised to promote positive outcomes for the younger children, who all make good progress. Babies being spoken to, respond to adults, they babble and make sounds. They are actively listened to and staff give their full attention when they communicate with them. All staff are actively engaged with the children, joining in with their games, their physical play times and the wonderfully messy play.

Nursery Education

The quality of teaching and learning is outstanding. All key staff have good knowledge of the Curriculum guidance for the foundation stage. Planning, observation and assessment is used to ensure positive outcomes for children. The staff can explain their planning and can explain how they ensure that it provides a broad range of practical activities that cover all areas of learning. Everyone is made aware of the purpose of the programme of activities, including parents. Long term planning covers all areas of learning. Long, medium and short term plans include enough detail to show the learning intention, what the activity involves, resources, staffing, grouping of the children, and is evaluated in terms of what the children have learnt, with the evaluation being used to inform future activities. Plans are linked to the stepping stones. These then reference previous learning and the child's starting points. Staff ensure all children are included and are able to access all areas of learning. Planning takes into account specific needs of the individual children. The staff help children to consolidate and extend their learning. They have good relationships with the children and encourage them to become involved and to persevere with tasks. Methods include open-ended questions, encouraging children to try, using sensitive intervention in their play, extending activities, involving all children in activities. This is achieved by staff knowing the children's interests. An example of this is found in the celebration and use of music as a stimulation and encouragement to take part in other less appealing learning activities. The more able children are encouraged to move on in their learning and confidence are encouraged by those children helping less able children. All children are encouraged with a lot of praise and applause, with music and laughter.

Effective behaviour management ensures that the children are developing an understanding of right and wrong and they all begin to appreciate the rules and boundaries and how to be considerate to others. Effective use of time, the accommodation and resources helps the children's learning. They are able to access activities independently, make choices within their learning and have time to complete activities. Staff are directly involved in the learning. The session is well paced which ensures that children are fully engaged and do not become disruptive. The staff ensure the children follow a routine of taking off their shoes and warm up after finding a space, in a physical play exercise. There is no delay as the children are encouraged to choose what type of character they will be, a giant, a monster with giant steps. Children are all engaged in the activity at their own level with enthusiastic staff support.

Assessment of the children's learning is effective. Assessments show what the children are learning and what they need to learn next. Parents are actively involved, receiving reports home and in constant discussion with staff. Parents are invited into the setting to learn themselves about topics being covered, promoting a very good partnership. The setting organises assessments so that they are meaningful and relevant to the individual children. This begins in the areas of the nursery where assessment is passed on from staff delivering a framework of activities to promote the children's learning aged birth to three years enabling staff who deliver the Foundation Stage curriculum to have good prior knowledge of the children's starting points.

The children are motivated to learn through exciting and interesting activities which provide good opportunities to develop positive attitudes and dispositions that enable them to achieve in their learning. Children are developing their self confidence and self-esteem, are beginning to learn right from wrong and are developing an awareness of their own needs and that of others. As a result, they begin to understand that their actions and that of others have consequences. They form good relationships with adults and other children and are beginning to understand they are a part of their families and the setting. The children are able to become increasingly independent when dealing with their physical needs. They begin to take the initiative and to be self sufficient within their learning by choosing activities and accessing resources for themselves. Children affirm their own presence as part of the group finding their own name and looking at photographs of previous events they have enjoyed recognising themselves and their friends. They have a developing sense of awareness of their own needs, views and feelings and are sensitive to the needs, views and feelings of others. They have a developing respect for their own cultures and beliefs and those of other people. The children are confident, self-assured and often show excitement and pleasure as they play and learn. For example, the children jump with delight as they put together a shaped ball using construction equipment and making pencils into drum sticks whilst thinking about how to form the letters which construct their own name.

The children are developing their competencies well across the four aspects of communication, speaking listening, reading and writing. The setting provides a language rich environment where a multitude of different languages are reflected in the posters on the partitions and in the languages spoken by the children attending the setting. The staff take every effort to ensure parents wishes are adhered to as they promote, for example, both French and English for a multi-lingual family. The children find their own names labelling their own chairs, cups, and they register their own attendance, practising making marks to record their own name and identifying those initial letter sounds. At child height there are labels for and information about

all aspects of the room. For example, the doors are labelled and children quickly recognise the significance of signs and know where they have come from. One such sign, having been removed from the adult toilet door, was put back by a child recognising the purpose of the notice to inform people where to find things in the nursery. The children understand that print carries meaning and is read from left to right. Some children recognise that some writing is read in the opposite way, such as in Urdu the language opens from right to left and the book begins from the right. Planning indicates a well balanced approach to developing speaking and listening during routine times of the day.

The children begin to see connections and relationships in numbers, shapes and measures. They match and sort, are using mathematical language such as more than, one more, one less to help them to solve problems across a wide range of practical activities such as stories rhymes, games, puzzles and in their imaginative play. They begin to use number in a meaningful context and understand that numbers represent sets of objects. No opportunity is missed to count steps, plates and objects through everyday activities, all day every day. The children say and use numbers in familiar contexts; they count reliably up to 10 everyday objects. They recognise numerals, which relate to buses they have travelled on or recognise large numbers which represent their own front door or the car registration plate, and begin to use developing mathematical ideas to solve problems. For example, the children when using construction materials solve a problem and share bears to make sure they have same more or less than one another and consider how many more plates or cups need at lunch time.

The children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. The sessions of physical exercise are enjoyed across the nursery by all age groups and are enthusiastically enjoyed by staff as the children warm up, become aware of the changes in their own body as their heart races and then slows down. Despite the lack of an outdoor play area the children have well planned times in the curriculum to enjoy fresh air and exercise which is delivered in an imaginative and stimulating way for the children to enjoy. They learn to move confidently and imaginatively during movement and music and action song sessions, while they practice balancing, crawling and rolling during indoor sessions with tunnels to crawl through after which they learn to cool down after the event. They make regular trips around the inner city area walking in the fresh air and enjoy trips further a field where they can explore countryside venues.

The children are able to be creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. They use their senses and imaginations to create their own work and to communicate their feelings. The children use a widening range of materials and tools to help them to express their creativity. For example, the children recognise and explore how sounds can be changed, and sing simple songs from memory. They recognise repeated sounds and sound patterns and match movements to music. Much of the children's creative work is celebrated in the interactive displays around the rooms.

The children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in a very exciting and interesting environment. They have opportunities to observe, explore, question, and be curious in a broad range of activities

that form the foundation of later learning in history, geography, science and technology. For example, in science the children enjoy cooking, melting and freezing. They have opportunities to make trips to visit museums where they enjoy looking at historical topics such as toys, and on the way to visit the church and the children observe cars, lorries and trees on route, benefiting from the fresh air and exercise at the same time.

Helping children make a positive contribution

The provision is outstanding.

Excellent arrangements are made to ensure all children are included, with the aid of ramps for children with disabilities and with the recognition of and acknowledgement and celebration of the various languages used in the local community. There is an excellent range of resources and activities to help children learn about a diverse society through their play. The children benefit from activities and resources that help them to develop an understanding of diversity and learn about their local community. To further improve opportunities for a wider range of children to experience day care adults are becoming trained in procedures to support children with specific health needs, for example to support a child with diabetes, or to use epipens in case of anaphylactic shock. All children are valued as individuals which actively promotes inclusion.

The children's spiritual, moral, social and cultural development is fostered. The staff have a sound understanding of the Foundation Stage. They clearly explain how they support children's learning through a wide range of play experiences, both in and outside on outings. For example, the children compare size and children are able to take part in activities that aim to help them explore, experiment and solve problems. The children register their own attendance affirming their presence as part of the group and enjoy opportunities to remind themselves of past events they have enjoyed together. The children are able to feel a good sense of belonging, work harmoniously with others and make choices and decisions. The ethos of the nursery is emblazoned on a wall as you enter the setting with the words, 'We all smile in the same language'.

The children are able to feel a good sense of belonging, work harmoniously with others and make choices and decisions. The children are developing good self-esteem and respect for others. The children are welcomed and are given sufficient time to settle into the setting so they feel a sense of belonging. They benefit from a calm and supportive approach and learn right from wrong through careful explanation and consistency. Praise and support helps them start to develop some self-esteem. Children are encouraged to play together, take turns and share. They make positive relationships and they behave very well. They are involved in what is going on around them and gain self confidence. The children understand responsible behaviour and learn about boundaries because staff are able to manage a wide range of children's behaviour. The younger children behave extremely well in proportion to their level of understanding and maturity because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour.

Partnership with parents and carers is outstanding. The children are developing very good relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of

the setting. The children's individual needs are well met because adults work well and closely with parents and carers to develop close partnerships so that all children achieve their full potential. The exchange of information is effective. For example, staff share a prospectus, newsletters, provide access to policies and procedures, information about children's activities, access to children's records, ensure parents are fully involved in children's learning with opportunities to meet with staff to discuss the children's progress. Very attractive notice boards with up-to-date information and the use of the 'Top Start Bag' which goes home to parents, encouraging children's physical play, all promotes positive outcomes for children. As a result, children feel comfortable and settled because they see parents and staff acting together and giving consistent messages. The children have their individual needs met by adults who work in close partnership with parents and carers.

Organisation

The organisation is outstanding.

The management and organisation of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. In addition to the checking processes, which form a paper trail of accountability, the management take a very 'hands on' approach to the actual daily care of the children. The children are well cared for in a setting where the staff are committed to continue to update their skills and knowledge by attending training having a clear sense of purpose, and a commitment to continual improvement. The children are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings. The security systems at the nursery are very tightly observed by all staff and when planning outings they adopt an ethos of, 'if the outing requires three staff they take four'. As a result, the children's health, safety and well-being are fully safeguarded.

The operational plan is effective because staff know and understand their roles and responsibilities, the whole operation swings into action like a well oiled machine. The children and their parents and carers are welcomed into a happy atmosphere of music and laughter. Adults use the resources and their time well. The staff are actively engaged with the children and ensure all ancillary tasks are organised outside of the time when children are cared for. There is a domestic assistant in place and nursery staff do nursery duties at the end of the day. The space is carefully organised to maximise the use of all areas to benefit the children in their development. For example, the children on the first floor have access to large play areas on the ground floor during the day to access large physical play equipment. Consequently, the children benefit from an excellent organisation of the setting. It ensures that children's health and safety and well-being are met.

The leadership and management of the setting is outstanding. The leadership and management of nursery education effectively monitors and develops the provision to ensure that children make very good progress towards the early learning goals. The children are developing positive attitudes and dispositions towards their learning. All children are supported appropriately to achieve their potential by knowing their starting points and working in partnership with parents and carers to support this progress in a very proactive manner. For example, the parents are

encouraged to join in work-shops which promote the children's understanding of how to lead a healthy lifestyle.

All policies and procedures protect children and are effectively implemented to promote all the outcomes for children. The children's records are comprehensive in details recorded and all regulatory records such as accident recording are linked to risk assessments of health and safety across the nursery. Records are available and retained for inspection. They are well organised and kept confidential. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that children have access to toys and resources that give a positive image of special needs, to review health and safety procedures to ensure that children are not at risk from hot drinks being brought into the care areas whilst children are present and review hygiene procedures regarding hand-drying facilities for the staff.

A risk assessment of how staff or visitors take refreshment and ensure all hot drinks are kept away from children has been carried out and actions are now in place to ensure this is implemented. Each child has their own hand towel, and staff have a hot air hand dryer to maintain good hygiene practice. As a result, children are further protected and their health, safety and well-being is fully safeguarded.

Complaints since the last inspection

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.

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 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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