



Kiddy Factory Speke

Inspection report for early years provision

Unique Reference Number	EY334149
Inspection date	07 November 2006
Inspector	Michele Anne Villiers
Setting Address	Windward Drive, Estuary Commerce Park, Speke Liverpool, L24 8RF
Telephone number	0151 427 4455
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Registered person	Kiddy Factory Limited
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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.

WHAT SORT OF SETTING IS IT?

Kiddy Factory Nursery is one of four nurseries run by Kiddy Factory Limited. It opened in 2006 and operates from seven rooms in a purpose-built building. It is situated on a new commerce park on the outskirts of Liverpool, close to Liverpool John Lennon Airport. The nursery is open each week day from 06.45 to 18.00 all year round.

A maximum of 130 children may attend the provision at any one time. There are currently 35 children on roll. The nursery supports children with learning difficulties or disabilities and also supports children who speak English as an additional language.

The nursery employs 12 staff who work directly with the children. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's health is protected as staff take positive steps to help prevent the spread of infection. The premises are very clean and well maintained and staff wear protective clothing when changing nappies. Staff follow comprehensive written sickness and medication policies to help protect children when they are ill. Parental consent is obtained for the administration of any medication, and all accidents are recorded and the information is shared with parents. Several staff hold a first aid certificate in order to deal with minor accidents. Children learn about good personal hygiene throughout the daily routine, and have their own flannel, towel and toothbrush. Older children independently toilet themselves and all children are reminded to wash their hands at appropriate times.

Healthy, nutritional food is provided and many meals are home made, prepared by the cook. Children eat in a designated dining room, helping them to appreciate meal times as social occasions away from play equipment. Fresh fruit is offered daily and children enjoy hot meals, such as broccoli and cauliflower cheese, or pasta with lentils. Written menu plans are displayed for parents to see and the children's dietary needs are met, in consultation with parents. Babies are weaned onto pureed vegetables, and drinks of fresh water are regularly offered to all children. Staff give good support to babies, fostering their emotional well-being. They sleep comfortably in cots with attractive mobiles overhead and cuddly toys, creating a warm and relaxing environment.

Children develop a positive attitude to physical activity, benefiting their health, growth and development. They play outside each day, weather permitting, and access a range of wheeled toys, balls and hoops, to foster their stamina and coordination. Indoors, children access a gym with a variety of large soft plastic shapes to climb over and crawl under, helping to develop their balancing skills. Babies and young children have space to freely move around, learning to crawl and walk with staff support.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment that is well organised, to minimise hazards and the risk of accidents. Good procedures are in place to protect children from unknown persons entering the premises. All visitors are monitored and the entrance to the nursery is kept locked at all times. Children have a good amount of space in which to play in safety. Play rooms have interconnecting doors enabling free flow for staff and children, and giving staff easy access for the close supervision of children. Children freely access a wide range of good, safe, stimulating and suitable toys and resources. Furniture has been purchased to provide comfort and safety for all children, with chairs and tables of varying size and height, plus large cushions for rest and relaxation.

Staff follow comprehensive written safety policies and procedures and supervise the children well, helping to protect them from harm. Risk assessment of the toys and premises is conducted

by staff in each room, and there is a written fire drill manual. However, staff have not yet practised the fire evacuation procedure with children to help children learn what to do in an emergency. Children learn about safety throughout the day and staff gently remind them to be careful when running around. Children also develop a sense of danger when playing on large equipment, under the supervision of staff.

On outings staff discuss road safety with children and teach them how to safely cross the road. Double buggies or reins are used to keep young children safe. At meal times babies are safely strapped into high chairs. The children's welfare is further safeguarded as staff have a good understanding of child protection issues. There is a well written child protection manual for staff to follow, detailing the possible signs and symptoms of physical and emotional abuse or neglect, plus the procedure to follow should any allegations of abuse be made whilst children are attending the nursery. The manager is the designated child protection coordinator and all staff receive some training during induction.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a wide range of stimulating and interesting activities, helping them to make good progress in their learning. They eagerly enter and settle into the nursery. Babies and young children access a variety of different sensory toys and equipment. They explore various textured materials and natural resources and play with treasure bowls filled with items, such as sponges, wooden spoons, a nail brush and soft toys. They become competent learners as they make connections through experiences, such as pressing buttons on activity centres to create sound and visual effects. Young children have fun making collage pictures of autumn scenes, gluing leaves onto paper, and experiencing different media, such as play dough.

Staff support babies well, giving them cuddles and sitting on the floor with them, interacting and motivating their interest and learning. Babies smile and chuckle in delight as staff play 'peek a boo', and gently waft different coloured silk material over them. Young children learn to build using soft stacking blocks, carefully balancing one on top of another with good dexterity. They learn to distinguish between size and texture as they play with big and small blocks, soft and hard toys. Staff use facial expressions, voice intonation and eye contact to communicate with babies, who respond with smiles and attempt to copy and imitate. Repetitive language is used to help young children become skilful communicators and staff constantly talk to young children. They use good questioning with older children and encourage them to use language to express themselves and reflect on past events. Children talk about the acorns, pine cones and 'big tall sticks' they found whilst collecting leaves.

Children have many opportunities to draw and mark-make, practising their writing skills. Children have fun drawing around their hand and writing their names. Older children learn the concepts of games and develop mathematical skills. They match and sequence animal picture cards whilst playing a game, and learn about new animals, such as an 'armadillo'. The library room provides a quiet area for children to access a wide range of books, sit in comfort to read and listen to stories, fostering their language and literacy skills. Children use their imagination through a range of dressing up clothes and role play. However, the home corner in the toddler room is not always creatively organised to fully capture the children's interest.

The children's independence is very much encouraged and children are given roles of responsibility. Young children help to carry clean flannels to the bathroom, older children assist staff, helping to tidy away and collect items from shelves. Staff have an awareness of the new 'Birth to three matters' initiative and have started to introduce the framework. Observation is used to track the children's development, and progress reports have recently been devised, but not fully implemented. Staff plan and provide interesting and exciting activities for children, with a good balance between adult directed and child led play opportunities.

Helping children make a positive contribution

The provision is satisfactory.

Children contribute to the life of the nursery and develop a strong sense of belonging. They initiate interaction with staff and freely explore their environment. Their artwork is displayed throughout, plus many photographs of the children playing. Babies and young children explore what they look like through various mirrors, developing a sense of themselves. Children learn about their own culture and the culture of others through the celebration of festivals and some toys and resources. However, there are limited toys and displayed images that reflect positive images of race, culture, gender and disability. Many of these toys are shared and not fully integrated throughout each play room to fully foster the children's learning and understanding of the diverse world in which they live.

Children are respected as individuals and the key worker system enables staff to become knowledgeable about their individual needs. Staff work with parents to support children with additional needs and develop individual health care plans if necessary. Children are happy and well behaved in a positive environment. Staff use praise and encouragement to reinforce the children's good behaviour and follow comprehensive behaviour management guidelines. Children learn to share and take turns and eagerly respond to simple instructions.

Parents are warmly greeted and welcomed into the nursery. Information is shared through informal daily discussion, plus written newsletters, displayed notices and written policies and procedures. Staff complete daily diaries on babies and young children that parents may take home, keeping them up to date on their child's daily routine. Parents complete initial profiles on their child, helping staff to become aware of the children's personality, routine, likes and dislikes. A suggestion box is also available for parents to anonymously contribute their ideas and thoughts. Parent contracts and consent forms are in place and parents are made aware of the complaints procedure.

Organisation

The organisation is good.

Rigorous procedures are in place for the recruitment and vetting of staff, and staff training is identified during the induction process and through appraisal and regular staff meetings. The manager closely monitors the provision to identify strengths and weaknesses, and staff have specific roles of responsibility. Staffing ratios are maintained and staff have specific roles of responsibility for health and safety, child protection, special needs and the management of children's behaviour.

Staff use their knowledge and skills to promote the children's care, welfare and development. The nursery is welcoming with creative use of the entrance and corridors where staff display different textured toys, such as 'feely boxes', mirrors, pictures and posters at the children's level. Very good consideration is given to the suitability of furniture helping to promote the independence of all children. Children are grouped appropriately taking into account their age and ability.

All legal documentation pertaining to the National Standards is in place. Written policies and procedures and comprehensive manuals for staff to follow contribute to the effective management of the setting. Records are stored securely for confidentiality and available for parents at any time. Overall, the provision meets the needs of the range of 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

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.

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):

- regularly practise the fire evacuation procedure with children
- creatively organise the home corner for young children
- increase toys, resources and displays of positive images of race, culture, gender and disability
- continue to implement the 'Birth to three matters' framework and the assessment of the children's development and progress.

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