



## Kids Allowed Christie Fields

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY330948   |
| <b>Inspection date</b>         | 24 October 2006  |
| <b>Inspector</b>               | Teresa Ann Clark   |
| <b>Setting Address</b>         | Derwent Avenue, Christie Fields Business Park, Manchester, Lancashire, M21 7QS |
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| <b>Registered person</b>       | Kids Allowed Ltd   |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | Full day care, Out of School care, Crèche                                      |

## 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 good.

### WHAT SORT OF SETTING IS IT?

Kids Allowed Christie Fields opened in 2006 and is operated by a limited company. The nursery is situated on the ground floor of a purpose built unit. The nursery is set in its own grounds, in the West Didsbury area of Manchester. The facility is close to Manchester Airport, parks, shopping areas and main motorway links.

The nursery is open from 08.00 until 18.00, Monday to Friday, all year excluding Bank Holidays. An out of school club is available every weekday during term time from 08.00 until 09.00 and from 15.30 until 18.00. A holiday club operates during school holidays from 08.00 until 18.00. In addition the facility is registered to provide a weekend crèche for 102 children.

Children attending the setting have access to six playrooms, a multi-function room and sensory room. There are fully enclosed areas for outdoor play. There are currently 116 children on the

nursery register, of these 13 are in receipt of nursery education funding. There are 23 children on the out of school register. The setting supports children with additional needs.

A total of 34 staff work with the children, which includes the manager. Of these, 23 staff hold suitable childcare qualifications. In addition there are four members of staff working towards a qualification. The provision is a member of the National Day Nursery Association and receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a very clean, well maintained environment. They stay healthy because staff exercise good hygiene practices in line with the setting's policies and procedures to minimise the risk of cross infection. For example, staff wear gloves and aprons for changing nappies. Cleaning rotas are in place and surfaces are regularly wiped down with anti-bacterial spray after children have eaten or after messy play. Young children are becoming aware of basic hygiene routines, as they are encouraged to wash their hands at appropriate times of the day, such as before eating and after toileting. Older children are prompted to wash their hands by the lively bathroom song. An effective sick child policy is implemented to protect children from cross infection and parents inform the nursery when their children are ill. Bedding is laundered daily to prevent the spread of infection and children's dummies are sterilised. Babies and young children are secure with consistent routines, for example, sleep and feeding routines are followed in line with home routines. These are recorded on a daily sheet to keep parents informed about their children. This promotes children's health and sense of security. Children are given their individual comforters at sleep time which helps them settle. For example, a child is put into her own sleeping bag and given her comfort toy.

Children enjoy a wide range of activities which contribute towards their good health. They benefit from fresh air and exercise as they engage in regular outdoor play. They have lots of opportunities to enjoy and develop their physical skills in the outdoor area. The older children particularly enjoy the weekly visit from the sports coach. They anticipate his visit with excitement and enthusiastically join in all the activities. These sessions provide opportunities for children to develop their coordination skills as they run, jump, manoeuvre between the cones and practise their ball skills. Children are able to rest according to their needs. For example, children sit in the quiet areas of their rooms and rest their bodies when they are tired.

Children's dietary needs are successfully met because staff gather information from parents about their children and take this information into account when planning the menu. Meals are freshly cooked on the premises each day and include fresh fruit and vegetables. The menu is well balanced and nutritious to promote children's growth and development. The children learn about healthy eating and foods which are good for them through cooking activities. On the day of inspection children in the holiday club make a delicious harvest soup, which they enjoy for their evening snack. The children are eager to tell the inspector the ingredients they have used, but not to share the recipe with anybody else. Meal times are relaxed social occasions, where staff and children sit together and enjoy each others' company. Children are provided

with appropriate cutlery, which promotes their independence skills. All children have access to fresh drinking water and older children help themselves to drinks when they are thirsty.

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

The provision is good.

Children are cared for in a warm, welcoming, child centred environment. The building benefits from lots of natural light and children's rooms are maintained at an appropriate temperature to ensure their comfort. There is good information displayed for parents, which includes policies, menus and activities. The use of the white board outside each room highlights the activities planned for each day and any other important messages or information. Children benefit from a spacious environment, which allows them to play in safety and comfort. For example, mobile babies freely explore their environment moving about in a variety of ways, such as crawling and bottom shuffling. They pull themselves up using the furniture, staff and low level mirror bar. The environment is enhanced with lovely photographs of the children involved in activities and attractive displays of children's work. The children attending the holiday club have created a wonderful collage picture of LS Lowry's street scene.

A sensory room is available for all the children who attend the nursery, which provides them with calming and sensory experiences. There is a wide range of good quality equipment and furniture, which allows the children to play, rest and eat in comfort. The child size furniture is of good quality, promoting children's safety and meets their needs. Toys are good quality, safe, clean and promote children's all round development. Children access their toys books and other resources easily, giving them choices about what they do. They access a good range of natural materials to promote their sensory development. For example, treasure baskets and exploration of water, sand, dough and other materials.

There are robust procedures in place to keep children safe. These include visitors signing in and out of the premises, a keypad and finger print entry system. This ensures unwanted visitors do not gain entry to the premises. Staff have a good awareness of safety issues. Regular risk assessments are carried out to minimise the risk of accidental injury. All reasonable steps are taken to ensure that the environment in which children are cared for is safe and secure. However, the children's coat pegs pose an element of risk to children's safety. Children are developing an awareness of keeping themselves and others safe. They are reminded to walk when indoors, sit on chairs correctly and take responsibility for keeping their environment safe, by tidying toys away. Emergency evacuation procedures are practised regularly with the children, so they know how to leave the premises safely and remain calm.

Children are well protected because clear guidelines are in place. Staff have a good understanding of child protection issues through relevant training. They are aware of possible signs and symptoms of abuse and a designated person takes responsibility for liaising with other agencies.

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

The provision is good.

Children are very happy in the care of the enthusiastic staff team. They enjoy close and warm relationships with adults who know them well, which increases their sense of well-being and security. Babies receive lots of hugs and cuddles from staff, which helps them form a strong bond with their carers. Children hold out their hands to familiar adults to be picked up and snuggle in close. Staff nurture children's early communication skills by responding to babies babblings. The babies enjoy exploring different textures and sounds, for example, the treasure basket, and playing peek-a-boo with pieces of fabric. They shake the plastic bottles filled with materials to make a noise and move their bodies in rhythm to the sound. Young babies are beginning to interact with each other as they clap hands together and give each other a hug. They make connections and begin to develop a sense of self, as they use low level mirrors to look at their reflections.

Staff use their knowledge of the Birth to three framework to plan an interesting range of activities, including sensory experiences. But activities do not build on what children already know and can do. As a result, activities are not always planned for children's next steps. Children have many opportunities for sensory experiences, such as fruit tasting, exploring pasta, dough, sand and water.

They develop their imaginary skills as they play in the home corners. Children are learning about numbers through songs, such as five currant buns and five speckled frogs. They learn about colours through painting activities and matching games.

Staff deploy themselves well to provide good care and support to the children. They respond well to children's individual needs. For example, they recognise when children are tired or hungry and make them comfortable, which helps children feel safe and secure. Children spend their time purposefully and develop their social skills, as they play alongside each other and cooperatively with their peers. For example, playing with the castle and in the construction area with ramps and cars. Children in the holiday club enjoy their time at the provision. They say how they love the arts and crafts and the new friends they make. Children have clear ownership of the club, as they plan activities and organise their own play and learning. They have times for quiet activities and lively activities, including the choice of indoor and outdoor games. They play card games where older children explain the rules of the game to the younger children. This ensures all children are involved and play an active part in the club. Children have lots of fun and enjoy their time at the club.

## **Nursery Education**

The quality of teaching and learning is good. The pre-school room leader has a good awareness of the Foundation Stage. As a result, children benefit from interesting and meaningful activities and make good progress towards the early learning goals. There is a good balance of adult led and child initiated activities. Staff use a variety of effective teaching methods to help children learn. For example, the use of the white interactive board is particularly successful, as children are eager to use the markers to write the letter of the week. This is also used to present a slide show to children. Staff make good use of books to support the current theme which is Autumn.

They also plan activities which are based on children's interests. For example, when playing in the soil outdoors, children pretend to make a chocolate cake. Staff follow up the activity with a visit to a chocolate factory, where children find out how chocolate is made. Planning and assessment systems are not yet fully developed to ensure children's next steps inform the planning of activities.

Children are very confident in making choices from the well organised learning environment and directing their own play. Children are learning to show care and concern for each other through meaningful activities. The use of props, such as 'Wilf the dog' helps children to explore their feelings and think about how they should behave towards each other. Children are developing friendships and choose who they sit next to at snack time. A child asks another 'Are you my friend?'. They respond well to the music and songs which are used during the daily routine. For example, tidy up time and visiting the bathroom to wash their hands. Children are interested and motivated to learn. They show great interest and enthusiasm when sounding out letters. One child says 'It's M for my mummy' another says 'I've found a kicking K'. They sound out the letters of their name and are beginning to form some recognisable letters; 'I'm going to do an S'.

Children are developing their speaking and listening skills, taking turns at circle time to share their news. A child talks about her shoes being waterproof and another recalls the visit to his grandparents at the weekend. Children freely practise their mark making skills and write for a purpose in the home corner. They confidently use number during their play. A child spontaneously counts eight bells on the music table and another counts 15 cotton reels that she has threaded. They learn about shape as they fit puzzles together and use positional language, such as up, down and behind.

Children learn about change through the seasons and the weather. They go for nature walks and collect items of interest. For example, conkers, acorns and leaves. They observe the geese and the goslings at the local water park. Children visit a fabric shop, where they choose their own fabrics and use them to design their own patterns. Children confidently use the computer to support their learning and use the mouse effectively to operate the printer. They use tools, such as pencils, cutters, cutlery and scissors with increasing skill and control.

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

The provision is satisfactory.

Staff and parents work closely to make sure children's needs are met. They find out about children before they start at the nursery. Regular discussions at the beginning and end of the day ensure children receive continuity and consistency of care. There are some resources which promote equality of opportunity, but these are limited in the playrooms for the younger children. Meaningful experiences, such as celebrating different cultural festivals help children to learn about the wider world. They make Diwali sweets, lamps and Eid cards. They learn about foods from around the world and taste different fruits from Africa. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved. Staff effectively manage their behaviour, using strategies that are consistent and appropriate to children's age and stage of development. The pre-school children

are learning about being kind to each other. 'Wilf the dog' and a wonderful slide show help children develop an understanding about hurting each others' feelings. Staff treat all children with individual care and respect, they speak to children in a calm and gentle manner. Children's contributions are valued and their achievements celebrated, which promotes their confidence and self-esteem. Children attending the holiday club are polite and well mannered. They are involved in making the rules, which means they are clear about what is expected and how to behave towards each other.

Children benefit from the positive relationships that staff develop with parents in respect of their care. An effective settling in procedure and key worker system helps children settle quickly. All the required details on individual children are recorded by staff. Policies and procedures are clearly displayed in the entrance for parents to see. A notice board and regular newsletters keep parents up to date about the provision. Effective communication systems are in place, which include the daily record sheets, comments box and parents evenings. Parents speak highly about the provision. They value the warm friendly staff, the spacious and child friendly environment and the daily verbal feedback they receive about their children.

The partnership with parents and carers of children who receive funding for nursery education is satisfactory. They are warmly welcomed into the pre-school room at the beginning and end of the day. They receive daily feedback about their children and bring items from home to support activities. However, an effective system to inform parents about the Foundation Stage curriculum and to encourage their contributions to children's assessments are not yet in place. This limits their involvement in children's learning.

## **Organisation**

The organisation is good.

Children are protected because staff are appointed through effective recruitment and selection procedures. A good induction procedure and probationary period ensures staff are clear about the nursery's policies and how to implement these. Children benefit from a well qualified staff team who are beginning to work well together. Regular support and appraisals help to identify staff training needs. The management place a strong emphasis on working towards a highly skilled staff team. Staff are encouraged to attend regular training for their professional development, which contributes towards positive outcomes for children.

Children are grouped according to their age and stage of development and space is well organised to provide them with a balanced range of activities. Children benefit from high staff ratios, which ensures they receive individual care and attention. All legally required policies and procedures are in place to meet the National Standards, which ensures the safety and welfare of children. The provision offers weekend crèche facilities, which was not observed during the inspection.

Leadership and management of the nursery education is satisfactory and contributes to the children's progress towards the early learning goals. The management team are in the process of developing systems to monitor and evaluate the success of the education provision. They have identified areas for improvement, for example, the development of the outdoor areas. The management and staff value the support of the local authority. The nursery is in its infancy

but has made good progress since opening. There is a strong commitment to continuous improvement and providing high quality childcare.

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

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

Not applicable. This is the first inspection since registration.

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

Since registration Ofsted has received one complaint relating to the National Standards.

Ofsted received a concern in September 2006 in relation to National Standard 6: Safety. The concern was about the height of the children's clothes pegs. This was investigated during the inspection and a recommendation was made. The provider 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- assess the risks in relation to the children's coat pegs and take steps to minimise these
- develop resources and equipment to promote equality of opportunity in particular for the younger children.

#### **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):

- use observation and assessments more effectively to plan for children's next steps (also applies to care)
- provide parents with information about the Foundation Stage and develop opportunities for parents to be involved in their children's learning.



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)