



Kindercare

Inspection report for early years provision

Unique Reference Number	400131
Inspection date	23 November 2006
Inspector	Alison Margaret Walker
Setting Address	2 Pannal Ash Road, Harrogate, North Yorkshire, HG2 9AB
Telephone number	01423 501492
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Registered person	Kindercare Ltd
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 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?

Kindercare Pannal Ash Road Day Nursery opened in 1986. It operates from a detached house on the outskirts of Harrogate. The nursery is split into three units and has eleven rooms for children's play. The children have access to three enclosed outdoor play areas.

The nursery serves the local area and wider community.

The nursery is registered to care for a maximum of 85 children aged from birth to five years. There are currently 101 children aged from six months to under four years on roll. Of these 34 children receive funding for nursery education. Children attend for a variety of sessions and are drawn from the local area and wider community.

The nursery is open between 07.30 and 18.30 daily all year except for bank holidays. There are 16 staff including the manager working with the children, thirteen hold an appropriate early years qualification and three members of staff are currently working towards a qualification. The nursery receives support from an advisory teacher within the company, the emphasis is on learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All staff are fully aware of individual dietary requirements and preferences which are discussed in full with parents. The children receive a good range of healthy and nutritious meals and snacks. Children have access to drinks at all times and sample foods associated with other countries to increase their knowledge of the wider world, for example, sweet and sour chicken with rice and spaghetti bolognese.

Good hygiene practices are in place. Different methods for promoting personal hygiene are used, for example, there is liquid soap and paper towels available in the toilets, children's bedding is laundered daily, different coloured cloths are used for cleaning different areas and staff wear aprons during nappy changing. The staff are good role models, they wash their hands after toileting, nappy changing and before serving food. The children are encouraged to wash their hands after toileting and before eating and understand the reasons why, for example, 'because they are dirty'.

Babies' emotional needs are well met as they receive plenty of individual attention and cuddles. The under threes explore their immediate environment of people, objects and feelings through their senses. This is because the staff encourage young children to enjoy sensory experiences, such as sand, water play, paint, glue and natural materials.

The staff treat mealtimes as an opportunity to help children enjoy their food and become independent in feeding themselves, as a result young children have many opportunities to feed themselves using fingers and spoons. Older children confidently use knives and forks. The staff effectively recognise the signs of tiredness in babies and young children.

Good arrangements are in place for administering first aid and medication, there are fully stocked first aid kits available and the majority of staff hold a current first aid certificate which are displayed for parents to see. Additionally, five of the staff, including the cook, hold a food hygiene certificate. Written policies are in place regarding sickness, accidents and administration of medication, these are fully implemented and shared with all parents.

The children have good opportunities for fresh air and outdoor play, such as walks in the local community and accessing the outdoor play areas on a daily basis. Three and four-year-olds are beginning to recognise the importance of keeping healthy and those things which contribute to this, for example, growing vegetables. They handle tools, objects, construction and malleable materials safely and with increasing control. The children can manage their body to create intended movement, for example, pouring drinks and helping self to fruit at snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is very warm and welcoming with good evidence of children's play and activity. Parents and children are warmly welcomed on arrival. Children's work is displayed on the walls in the playrooms. Photographs of children at play and involved in a range of activities are on display. The reception areas are very informative, for example, the settings policies and procedures, registration certificate and public liability insurance are available to view. Additionally, the daily menu, detailed information regarding 'Birth to three matters' and daily activities can also be seen. Space is used very well, as all the playrooms are effectively organised and as a result the children freely access all areas and activities. However, there are no cubicles in the children's toilets which therefore impedes on their privacy.

Child protection procedures are satisfactory. The setting has a child protection policy in place which is shared with parents. Child protection is covered during staff inductions and, as a result, the staff know the possible signs of abuse and the reporting procedure.

There is a good range of high quality toys, furniture and equipment available, which meets the needs of all children attending, for example, cots and low-chairs. Toys and resources are in good condition and are regularly cleaned and checked. Staff use toys, equipment and materials effectively to ensure children are provided with an interesting range of activities that promote children's learning in all areas, such as age appropriate utensils for eating and child size tables and chairs.

Helping children achieve well and enjoy what they do

The provision is good.

Most of the staff working with the younger children have attended 'Birth to three matters' training. They confidently implement the framework and planning and assessment systems are effective for this age group. Young children enjoy attention and being physically close to other children and familiar adults, for example, during meal and snack times, while being bottle fed. Children are given opportunities to share their thoughts, feelings and ideas. They talk with other children, visitors and other adults and speak confidently about what they see, hear, think and feel. A younger child clearly explained about putting a brick away in the cupboard.

Activities are very well organised. Children are involved in a good range of activities both inside and outside, such as using balls, tyres, hoops, climbing frame, painting and chalking. Plans show a broad range of practical activities which develop children's knowledge and understanding. Activities are presented in an interesting and thoughtful way, for example, playing in the sand with different materials, painting, singing and looking at books.

Children relate and play very well with the other children present and they are very happy, settled and confident. They ask questions, they are very sociable and take a keen interest in visitors. Children are very friendly to each other across all age groups. For example, a baby plays peek-a-boo with another baby.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and competently put this into practice. They show a good knowledge of the Foundation Stage and provide a wide range of activities and experiences to cover all areas of children's learning. Planning is flexible, clear and covers all areas of learning in the curriculum. Detailed planning for focused activities ensures clear learning intentions are identified for children. Assessment records for each child clearly show the children's approach to learning, their achievements and progress. However, they do not show planning for children's individual next steps in learning. Resources have recently been re-organised so that the children can easily access these and make independent choices, such as the creative, role play and mark making areas. As a result, the children select and carry out activities with confidence. However, the children are not always grouped effectively as group sizes are often too large, for example, during story some children become restless, disturbing the story for the other children who were listening intently.

All children separate from their main carer with confidence, they show care and concern for themselves, for example, they go to the toilet independently. They express their needs and feelings in appropriate ways. Four-year-olds show preferences at lunch time. They ask for more cheese on their pasta. They seek out others to share experiences and form relationships with adults and peers, such as one three-year-old child asked another child to come and play in the sand with them and another child asked a member of staff to read them a story.

The children can recall past experiences, for example, they talk about when the clown visited with his big shoes and squeaky nose. Children hold books the correct way up and turn pages. More able children begin to recognise some familiar words, such as their names. They use writing as means of recording and many can write their own name and a few can write other peoples' names. For example, a three-year-old draws around another child in the outside area with chalk and then correctly labelled this with the other child's name.

Children enjoy counting and most can count to 17. They recognise and name some numbers of personal significance, for example, their age. They use size language, such as tall, wide, big and bigger during play. They make comparisons 'my hands are bigger than yours'. When building towers with large plastic bricks one child comments 'mine is the tallest'. The children talk about what they see and find out more about living things, for example, a three-year-old explained that the bird table is where they feed the birds. Children remember and talk about significant things which have happened to them, such as their holidays.

Older children are able to describe the texture of things, such as the sand is soft. They explore the different sounds of instruments, for example, hitting the chime bars and shaking cymbals. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

The staff have a consistent approach to managing children's behaviour, which is reflected in the setting's behaviour policy. The staff are skilled in encouraging good behaviour and helping

children understand what is expected of them. As a result all the children are well behaved, for example, they use manners, share, take turns and are co-operate at tidy up time.

There are satisfactory systems in place to support children with special educational needs and children who speak English as an additional language. The children develop a positive attitude to others and develop a good understanding about the wider world and community through celebrating festivals and having access to a good range of resources which show positive images of culture, ethnicity, disability and gender.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through regular newsletters and notice boards. Parents have good opportunities to share what they know about their child through regular discussions with staff and an effective settling in procedure. They are generally well informed about their child's achievements and progress. The parents are mostly encouraged to be involved with their child's learning, they are able to take their child's profile home and can add their comments or observations to their child's profile. However, these are not stored effectively in the nursery which limits the parents' access. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The environment is well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give children effective support and encouragement, which helps them feel secure and confident. All the required documentation is in place, is easily accessible and stored securely, such as a medication sheets, accident and incident sheets. A good system is in place to record the staff and children's daily attendance and this is accurate and up to date.

The leadership and management of the nursery education is good. The manager has a clear vision for the nursery education, with a strong focus on personal development and achievements of all children. The staff team are committed to improving care and education and have regular opportunities for staff development, such as attending training, staff meetings and regular appraisals. Staff certificates are displayed throughout the premises, for example, first aid certificates. The staff regularly work with an advisor from the Kindercare Company to improve their practice. All the staff are fully involved in planning the curriculum and the assessments records are always updated by key workers. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Most of the recommendations raised in the previous care and nursery education inspection have been met: hygiene procedures in relation to sleeping have been improved, as the children's quilts have been replaced with sheets and blankets which are laundered daily; opportunities for parents to be involved in their child's learning has been increased, for example, the children's development profiles now go home regularly and there is a parents page where parents can

add their comments; the use of the accommodation has been reviewed, all the playrooms are effectively organised and as a result the children freely access all areas and activities.

Complaints since the last inspection

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 provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve toilet facilities to ensure the dignity and privacy for children are respected
- ensure the child's development records are easily accessible to parents.

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):

- ensure three and four-year-old children are grouped effectively, for example, during story time and lunch time
- ensure that observations include the next steps in 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