

Kids Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	110252
Inspection date	13 November 2006
Inspector	Michelle Ann Parham
Setting Address	Delta House Units 4-6, Salterns Lane, Fareham, Hampshire, PO16 0QS
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Registered person	Kids South East
Type of inspection	Integrated
Type of care	Full day care, Sessional 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 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?

KIDS provides a range of services for children including an Early Intervention Service for 0-2 year olds and extensive community based services for 0-19 year olds including Outreach, Family Support, Young Carers and Training for other providers. It is a branch of a national charity and is registered to provide care for children aged two to eight years.

The centre provides three types of registered provision, which includes a nursery pre-school, a holiday playscheme and a Saturday fun club. Most children who attend have a variety of additional needs. Children are referred by parents, health departments and Social Services. The provisions are inclusive and children come from a wide range of backgrounds and from a wide geographical area.

The playscheme runs for two weeks over the summer holiday period and the Saturday fun club operates twice a month.

The nursery is registered for sessional care for children aged two to five years. There are currently forty five children on roll and twenty four are in receipt of early years education funding. Opening times are 09:30 to 12:00 and 13:00 to 15:30 Monday to Friday term time only.

The Early Years Manager is responsible for the overall organisation of the nursery and has an NVQ Level 4 qualification. There are seven qualified staff working with the children at any one time. The nursery incorporates a Highscope approach, is a member of Pre-school Learning Alliance and is currently working towards accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children develop an extremely positive attitude to physical exercise and thrive from outside play opportunity for at least twenty minutes each session. They have access to a safe, fully enclosed area and delight in using the varied equipment such as large building blocks, sit and ride cars, tricycles, prams, rockers, scooters, balls, climbing frame, tunnel and slide. Children negotiate their way well around the garden following the outlined pathway; they successfully pass their peers in opposite directions guiding themselves and their equipment, showing a good sense of space and gaining increasing control over their movements. Practitioners ensure that bad weather does not restrict children's play opportunities as they use Wellington boots, raincoats and umbrellas as they have fun splashing in the puddles and experiencing all types of weather. Children also benefit from a wonderful soft play room which has a ball pool, trampett, play shapes and soft matting to further promote physical play and exciting rough and tumble.

Children's care is exceptionally well fostered. Individual and personal information is discussed with parents to ensure health and medical needs are identified, addressed and recorded thoroughly in required documentation. Children with individual health requirements have these met very well because practitioners ensure they are well informed and undertake additional training where necessary. Children are protected from illness and cross infection because practitioners have stringent routines in place to maintain their health and wellbeing. They use, for example, disposable gloves for changing nappies and tube feeding children and anti-bacterial spray on tabletops and changing stations. Children are well protected from the spread of infection as parents are asked to exclude children who are unwell to avoid them being exposed to unnecessary risks to their health. Children's health is highly promoted because of the immaculately clean environment and preschool children thoroughly enjoy responsibilities to help maintain their environment such as wiping down the tables before snack time and sweeping the sand off the floor. Children learn the importance of good personal hygiene through daily routines and discussions and most happily and enthusiastically visit the toileting area to wash their hands after outside and messy play and before snack time. Well maintained first aid boxes are easily accessible and children receive immediate first aid treatment in the event of an accident as all practitioners are first aid qualified, therefore able to deal with accident and ill health effectively and efficiently.

Children learn about healthy eating and are successfully well nourished as they enjoy the nutritious fruits and savoury snacks the setting provides. They begin to learn which foods are good for them through topics, general conversation and practical activities such as visiting the local ASDA store and displays on healthy eating. All children have access to fresh water throughout the session which they can access independently, either from the water dispenser in the preschool room or from decanted drinks or their own personal cups in the developmental play room. This prevents children from becoming tired and de-hydrated and helps maintain their concentration.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an extremely bright, stimulating, child-friendly environment that has all the required facilities to support their individual needs. They enjoy their well equipped rooms where practitioner's excellent organisation of resources means they can freely and safely access toys as they play. Children are kept safe and secure at all times because practitioners demonstrate high regard for their safety. Stringent daily routines are undertaken to ensure all areas of the facility are safe for children, and this is supported with in depth annual risk assessment and CCTV usage to ensure safety and security. Consequently play areas and resources are safe for use and children's access, including the rear garden area and if outings are undertaken. Children are kept secure because access to the premises is personally monitored through the reception, the doors are locked within the setting and only accessed through keypads, alarms indicate when fire exits are opened and suitable procedures are in place regarding the arrival and collection of children as parents sign their children in and out of the building and a daily attendance register is also taken by practitioners to ensure an accurate record is maintained at all times. Comprehensive fire procedures and emergency evacuation plans are clearly displayed around the setting and practised regularly to ensure safe and swift exit from the premises in the event of an emergency.

Children move around the setting easily as the rooms are extremely well organised to promote independence and for children to move around freely whatever their level of mobility. They are confident in their surroundings and independently select resources that meet safety standards. The equipment is in excellent condition and highly appropriate for the children's age and stage of development. Children are supported exceptionally well within the setting as staff ratio's and deployment are excellent, which further contributes to their safety.

Children's welfare is paramount and practitioners have very good knowledge and understanding of child protection. They have all attended additional training as a basic standard of the organisation, therefore having significantly increased awareness of different types of abuse and possible signs and symptoms that may indicate a child were at risk. They are meticulously clear of their role and responsibility to safeguard children in their care and of the agencies to contact should they have concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The facility offers high quality care for children under three years in the Developmental Playroom and for children in receipt of funding for Nursery Education in the Preschool Room. Children can also attend a wonderful playscheme which runs in the summer holiday period and Saturday Fun Club which operates twice a month. Children are exceptionally well cared for by a team of qualified practitioners who have an excellent understanding of their individual needs and plan stimulating activities to help them to make progress in their learning and have fun. Each provision operates a key worker system which ensures practitioners have a very good knowledge and understanding of children's abilities and individual needs and are suitably supported during their attendance. Good use is made of the Birth to three matters framework and practitioners in this area are keen to enhance their expertise through planned additional training. Children attending the Developmental Play and Preschool rooms benefit immensely from having individual educational plans which focus on helping them develop. In the out of school facilities the views of the children are given high regard as they have a good level of input into their play and activities. For example, regular reviews are undertaken in partnership with the children to

evaluate how enjoyable activities and resources are and if there is anything else that can be included at the provision. This evidences how children are given responsibility and choices, making them feel valued and important in the setting. All activities are interesting, fun and purposeful and children thrive in an environment where they undoubtedly make very good progress in learning and development as they are enthusiastically encouraged by highly skilled professionals to enjoy and achieve.

Nursery education

The quality of teaching and learning is outstanding. Practitioners have an extremely clear understanding of the Foundation Stage Curriculum and use the framework effectively to plan for children's next steps in learning. Plans show a clear link between the Foundation Stage curriculum and the goals for individual education plans to ensure all children are able to make very good progress through the stepping stones at their own pace. Effective systems are in place for children that are not yet ready to use the stepping stones, and activities are adapted to ensure all children whether more able or less able can participate and benefit. The senior practitioner responsible for providing Nursery Education is exceptionally skilled in her role, interaction with children and the relationships she builds which has a huge impact on the progress the children make. She ensures all practitioners provide imaginative and inspiring activities for the children. Practitioners give their full attention to the children throughout the sessions and are extremely focused, assisting and encouraging the children with high levels of skill and commitment. All the activities are purposeful and are pitched at each child's level, enabling them to gain a real sense of achievement. All planned activities have a learning objective and practitioners are versatile to respond to spontaneous play. Children excel in a rich environment, where they receive stimulating interaction from practitioners who question highly effectively and make the most of every incidental learning opportunity that arises. They are making very good progress in all areas of development due to the commitment of the practitioners, organisation of the sessions and the planning that thoroughly covers each area of learning.

Children receive boundless encouragement in everything they do which has an immense positive impact on their self-esteem and levels of confidence. Their independent skills are constantly being promoted as practitioners encourage children to undertake personal tasks such as persevering to take off their own shoes, visiting the toilet and checking their schedule on a regular basis. As a result children's self help skills are developing incredibly well. Children arrive at the facility and happily leave their carer, keen to play and start the session. They are greeted warmly and enthusiastically on arrival by practitioners and are familiar with the routine of the day.

Children have strong exploratory impulses; they show increasing independence in selecting and carrying out activities. For example, plan, do and review where children decide their activities and put pictorial card on their work board or schedule, at the end of the session they discuss in small groups about the activities they have completed. Children are very happy within the group and their behaviour is generally excellent. Activities are kept short to maintain interest and enthusiasm and are perfect for children's level of concentration which has a huge positive impact on their learning and behaviour. Children thoroughly enjoy special tasks and responsibilities such as being chosen to collect the board, take the register to the office or cleaning the table for snack time. They flourish when asked to do a 'star' job and have a real sense of pride and value. Children are constantly praised for their effort and achievements regardless of how minor which fosters a willingness to achieve and boosts confidence. Children

build wonderful trusting relationships with the practitioners and respond extremely well to the support they receive.

A number of children attend the setting with speech and language difficulties and they respond and make excellent progress in their communication, language and literacy because of the highly effective methods such as consistent use of Makaton and pictorial cards. A speech therapist also works in the preschool room each Tuesday to assist with children's communication and the setting is implementing nursery narratives to encourage development. Many of the children can recognise their written name and are encouraged to self register as they enter the session. The environment is extremely well resourced to promote text and verbal communication with effective labelling and pictures to extend children's understanding. Children sit exceptionally well to listen to story tapes and look at books and make very good use of the attractive and inviting book corner. Children's mark making skills are always encouraged, for example, as they name their own work, often with enthusiasm as they take pleasure in putting on their own sticky label they have written. Children have ample opportunity to develop their mathematical understanding in accordance to their level as counting and opportunity to recognize number are woven through daily routines and practical activities such as registration time and working resources such as puzzles, threading, pegboards and wooden blocks.

Children thoroughly enjoy songs that are sung regularly at registration time and home time such as the Welcome and Goodbye songs and they join in enthusiastically....possibly trying to match the 'gusto' of the practitioners! Classical music is played at times within the room which is soothing and inspiring to listen to. Children have very good opportunity to participate in music and singing which helps them to explore their creativity and develops listening and communication. Creativity is further promoted for children by provision of a wealth of wonderful imaginative play resources. Children love to dress up, visit the themed play shop and tuck their teddy into bed in the home play area. They benefit immensely from practitioners providing innovative pretend play areas where children delight in role play and express their ideas and feelings. Children also thoroughly enjoy play with dough and clay, where they make hedgehogs for the Autumn display and their own 'alien' cake decorating them with real birthday candles, jewelled and brightly coloured stones.

Practitioners prompt children's curiosity and investigation skills exceptionally well. For example, as they provide a nature table with a birds nest feathers, logs and pine cones that they have been out into the community to find and activities where they explore seaweed, stones and shells. Children gain a secure knowledge and understanding of the world through practical activities such as learning the days of the week and finding out about the weather. They also make good use of information technology such as the tape recorder, echo microphone, computer, mouse and key board and little Tykes young computer. Children are developing an excellent sense of time as they are confident with the routine of the day through use of their pictorial schedule and, for example, discussing whose birthday it was at the weekend.

Children have ample opportunity to develop manual dexterity and hand eye co-ordination using a range of tools and materials such as brushes, spreaders, scissors, paints, collage, pencils and pens. Artwork is explored, enjoyed and child led which results in wonderful displays of children's own work around the setting, evidencing how practitioners value children self expression, imagination and creativity. Children enjoy learning about other cultures and beliefs as they have fun dressing up in the multi-cultural clothes and also celebrating events such as Burns Night, Diwali, and Chinese New Year.

Helping children make a positive contribution

The provision is outstanding.

The partnership with parents and carers is outstanding. Children's needs are exceedingly well met as practitioners collate a comprehensive set of information and records regarding their personal requirements. Parents are fully informed about the setting as practitioners offer an initial home visit and further home visits each term which can be in partnership with health or education professionals. Practitioners work closely with parents to complete the child's individual portfolio to establish the needs of the child and what the organisation can offer. Parents have a guide to the services offered and are welcome to attend for a visit to see the provision in operation. They are welcome to stay to help their child settle and key workers are allocated to strengthen partnership, promote good sharing of information and ensure children make good progress. Regular liaison and key worker reports guarantee parents are up to date about their child's progress and development. Plans are effectively displayed and information about current work and structured learning contributes to the children's learning at home. Notice boards are prominent within the setting and newsletters are distributed once a term. Parents are welcome to sit on monitoring, steering and fundraising committees as representatives and are also welcome to become volunteer workers. At the end of the child's time at the setting transition meetings are planned whereby parents, senior practitioners and school representatives liaise to carefully plan for the child's entry into school. Children benefit immensely as practitioners work very closely with parents to support the family as a whole. Parents completed surveys and questionnaires reflect their immense satisfaction at the levels of care and education that their children receive.

Children develop high self-esteem which is unmistakably fostered in every aspect of the provision. Children's work is displayed prominently so they can see how their contributions are valued. They develop a good sense of themselves because practitioners provide an environment of inclusion and where they are welcomed and thoroughly encouraged to participate in all activities. Children are highly valued as individuals because practitioners have an excellent understanding of equal opportunities. Their needs are extremely well met in accordance with any special requirements. Positive images and activities that promote diversity are in place throughout the setting as the group have books, dressing up clothes, small world play, puzzles, posters and dolls that portray positive images of all members of society. Consequently children become aware of a wider society and develop great self-esteem and respect for others.

All children are fully included in the life of the setting, specialised toys and equipment are secured to ensure children's needs are met, they are all of a very good standard and quality and the children can access these easily and independently by use of low shelving, cupboards and tables. All children are treated with equal concern and are encouraged to value each other, which ensures all children feel important and included. Mainstream children do attend although the provision is predominantly for children with varying additional needs. Excellent liaison and working in harmony with health and education professionals contributes to a complementary service for children with additional needs to ensure inclusion and development. The organisation secures funding from the local authority to ensure children are able to access the facility, have additional support and escorts if needed and any special equipment that they would benefit from.

Children thrive in a nurturing environment and on the abundance of praise and encouragement they receive. Any odd occasions of unwanted behaviour are successfully handled with a minimum of fuss and upset using positive methods such as discussion, distraction and possibly a slightly disapproving look. Children love the opportunity for having responsibility or a special job and

take great delight in carrying out the task. Certificates and stickers are awarded for achievement and the delivery of activities in that they are short, interesting and effective has a major positive impact on children's very good behaviour. Children learn acceptable behaviour because practitioners are excellent role models as they encourage good manners, sharing, taking turns and above all practice excellent means of communication with children. Practitioners inform parents about how they manage children's behaviour and any concerns are discussed with parents to ensure they are fully up to date and can be addressed effectively. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is outstanding.

Leadership and management is outstanding. This underpins the success of the setting. Effective systems ensure that the management and practitioners are continuously monitoring, evaluating and reviewing the care and education for children and how outcomes are achieved in line with Ofsted National Standards and Every Child Matters. Management's commitment to offering an outstanding service and continual improvement is evidenced through working towards accreditation with the Preschool Learning Alliance, regular self evaluation and requests for various means of feedback from parents and children through, for example, the Early Years Survey and questionnaires.

Management and practitioners set high standards regarding the service offered which includes partnership with parents, the safety of the environment and the aim of helping children make progress and fulfil their potential. Effective procedures in place enable them to achieve this such as a code of practice to ensure robust recruitment and vetting of all practitioners, students and volunteers, a comprehensive induction programme for all new practitioners which includes regular supervision and appraisal, rigorous implementation of health and safety policies and procedures and ensuring employment of fully qualified highly skilled members of staff. Practitioners, working with children who are in receipt of funding for nursery education, have excellent knowledge of the Curriculum Guidance for the Foundation Stage to help all children make very good progress. Good use of the Birth to three matters framework ensures that younger children are very well supported and provided with care and learning opportunities to enhance their development. Practitioners create a welcoming and happy environment, with a relaxed atmosphere throughout the setting. The facility is attractive and organised exceptionally well to support the care and development of children.

All required documents, policies and procedures are in place and these are supplemented by additional information which reinforces the commitment to high standards at this setting. Practitioners are experienced in early years, and very well supported to attend additional training to enhance their professionalism and expertise. They link exceptionally well with other professionals and agencies for the benefit of the children and the support of the family. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the playscheme was required to ensure children's time of arrival and departures are recorded accurately, ensure risk assessments are completed in all areas and ensure children's personal information is kept confidential. Across the provision all services now record children's accurate times of arrival and departure, keep children's personal information confidential and ensure regular annual and daily risk assessments are undertaken.

These improvements have a positive impact on the safety of children and overall organisation of the facility.

At the last Nursery Education inspection there were no key issues, but a point for consideration was to continue to monitor and develop the educational provision and enable staff to take advantage of the training opportunities available in order to enhance the present very good provision. Also to continue to develop the outside environment so that children's opportunities to respond to their senses, explore and investigate and develop their imagination are enhanced even further. Practitioners welcome and do make every opportunity to attend further training to develop their expertise which has a positive impact on the care and development of children. Funding is often a struggle to secure and needs are prioritised. To this effect the outside environment has not yet been able to obtain the resources to be further developed with the inclusion of a sensory area.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require 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 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