



Kiddiwinks Day Nursery

Inspection report for early years provision

Unique Reference Number	500114
Inspection date	25 October 2006
Inspector	Julie Wright
Setting Address	397 Wilmslow Road, Manchester, M20 4WA
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Registered person	Helen Malik
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Kiddiwinks Day Nursery opened in 1995. It operates from four rooms in a semi-detached house and is situated in the Withington area of Manchester. All children share access to a secure enclosed outdoor play area.

There are currently 14 children aged from six months to four years on roll. At present no children are in receipt of funding for nursery education. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery employs four staff and a full-time cook. The staff hold appropriate early years qualifications. The setting receives support and development training from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Suitable policies and procedures are in place to protect children from the risk of illness and infection. There are some appropriate hygiene procedures, although there are inconsistencies in practice. For example, children learn general hygiene routines, such as washing their hands before lunch, but not at other times of eating. Tables are routinely wiped but plates are not provided at breakfast time. Staff demonstrate appropriate food handling practice but they do not have up to date information on food hygiene and associated regulations. Accident and medication details are appropriately recorded and suitably maintained to promote the safety and welfare of children. Sufficient staff have current first aid certificates which safeguards children's health and well-being.

The dietary requirements of children are reasonably well met in the setting. The nursery provides a varied range of lunch time meals, savoury options at tea time and fresh fruit every day. There is, however, minimal variety at breakfast as children usually have toast. Staff set the tables, pour drinks and serve food which is plated up in the kitchen. This limits the opportunities for children to help and to develop their independent skills. Staff discuss and record children's individual requirements and are aware of their preferences.

Children benefit from regular outdoor play sessions. If the weather prevents the children from being outside, they take part in other physical play activities indoors. Children move around with confidence as they respond to familiar sounds in music and movement. Planning and assessment records show how children become aware of the effect of exercise on their bodies. For instance, they feel their heartbeat after running around to music. Children develop balance and spatial awareness as they ride around or crawl under and through physical play equipment. Fine motor skills develop as children play with resources which promote hand to eye coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into the Sunshine room and then usually divide into age groups. There are four main rooms which provide a warm and welcoming environment for children. Premises are maintained in a suitable condition and to a satisfactory standard of cleanliness. Mirrors, pictures and mobiles are positioned so that children can see them. Children can reach toys and equipment and they move around with confidence as they play. The outdoor play area is securely enclosed and reasonably maintained. Staff have taken some measures to prevent access to a low-level window, however, safety is compromised as some risk remains. Each room has a suitable range of equipment to meet most of the care needs of the children. The baby room has floor cushions and mats, but no suitable furniture to enable staff to comfortably sit to feed or nurse babies. Resources for children are age-appropriate and maintained in a satisfactory condition. Children enjoy using the sand and play-dough, although there are sometimes insufficient quantities to ensure constructive play.

Suitable policies and procedures are in place to promote safety for children. Routine risk assessments are completed and the entrance is secure. Children learn about safety as they are encouraged to be careful. They understand the boundaries and that they should not run indoors. Staff minimise daily hazards, such as ensuring that sand and food spillages are cleared, to prevent accidents. Safe arrangements are made for outings and appropriate consents sought.

Satisfactory procedures are in place to safeguard the welfare of children. There is a clear child protection policy which is shared with parents. The manager has attended updated training since the last inspection and new staff are informed of the procedures at induction. Staff have sufficient knowledge and awareness of child protection issues to adequately protect children from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are familiar with the setting and separate easily from parents and carers. They form warm relationships with each other and show pleasure as their friends arrive. Children develop social skills in the group situation as they learn to share and cooperate. The routines provide times for children to choose what they would like to do and for more structured activities. Children show interest as they move around and they respond enthusiastically to staff suggestions. They join hands to make a circle for ring games and willingly sit down to do an activity. However, their interest is not always sufficiently sustained for them to fully benefit from the activity. For example, resources may not be adequately prepared or staff are distracted by having to answer the door or telephone. This means that some children have to wait and some begin to wander off. Children enjoy the group singing sessions and sit together for story times. Older children concentrate well and are keen to listen, but the groupings sometimes include the younger children. Therefore, the expectations of children and challenges for them are not always age-appropriate.

Children take part in adult led, focussed activities where they use creative materials, however, there are limited opportunities for children to develop their own creativity. The objective of an activity is not always clear, which means that some children are not actively engaged. For example, they anticipate painting as a group and sit at the table, but then have to watch as staff undertake a one-to-one activity. Children develop warm relationships with staff and they are comforted and reassured. They communicate their needs, which are met within the nursery routines. Staff interact with the children and take some opportunities to extend learning and promote interest. For instance, children are encouraged to talk about the weather and season as they look out of the window. Children become aware of nature through planned activities, such as using leaves to make a picture. Staff continue to develop sensory and heuristic play for the younger children. They provide treasure baskets, a feely board and light and sound stimulation. Children are attracted to the interesting mobiles and enjoy their reflection in the mirrors. They use containers to pour and measure sand which prompts the use of mathematical language. Planning indicates a variety of activities to promote the six areas of learning for children. Assessment records show that children make satisfactory progress in their development.

Nursery Education.

The quality of teaching and learning is satisfactory. At the time of inspection there were no children attending in receipt of funding for nursery education. Through discussion and documentation staff demonstrate a general understanding of the Foundation Stage. Written observations and assessments are used to record children's progress, however, there are no procedures to enable parents to contribute to these. Children are usually grouped according to age and benefit from some one-to-one learning opportunities or in the small and larger group activities.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual requirements are met through regular discussions and appropriate record keeping. Staff are aware of children's preferences, such as their likes and dislikes at meal times or their interests in particular activities. Planning includes various seasonal celebrations and events which children participate in. They become aware of similarity and difference in people and places. Children develop positive attitudes as they are encouraged to share and to look after toys. Their spiritual, moral, social and cultural development is fostered in the setting.

Children behave well and understand simple rules and instructions. They are aware of the boundaries and expectations of behaviour. Staff praise the children as they play and reinforce positive behaviour with stickers, which promotes self-esteem. Children begin to learn about responsibility as they are invited to help to tidy up.

Partnership with parents and carers is satisfactory. The setting provides a summary of the policies, procedures and Foundation Stage curriculum. Staff seek initial information from parents about their children, which informs planning of their starting point. They make observations on children, but records do not sufficiently inform planning of their individual next steps. Parents are aware of the children's records of development, however, procedures do not include opportunities for them to contribute to the assessment of progress. The notice boards display relevant details, such as staff training certificates. Newsletters also provide general information about staffing, activities and events. Parents receive some information on current themes which provides some opportunity for them to be involved in children's learning. For example, they bring in photographs of the children during the theme of 'Myself'. However, the details for parents do not extend to the purpose of the activity and desired outcome. Staff seek parents' views through questionnaires and use the comments to evaluate their practice. Parents are welcomed into the nursery and they form warm relationships with staff. At inspection parents provide positive feedback on the setting.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. Staff plan a reasonable range of activities which promote children's general development and progress. However, their knowledge and understanding of the 'Birth to three matters' framework and Foundation Stage curriculum is not secure. This means that an effective programme of activities to suit the ages of the children is not consistently applied. Staff monitor and evaluate their practice through team meetings

and a self-evaluation procedure. They receive development support and have access to training from Sure Start.

Recruitment and vetting procedures are in place to assess the suitability of staff, however, at present they are not sufficiently robust as they do not cover health issues. Induction procedures are clear and new staff are informed of all policies and procedures. Staff who are employed with incomplete checks do not have unsupervised access to children. A key worker system is in operation and staff demonstrate an understanding of their roles and responsibilities. Records and documentation are reasonably organised and maintained in satisfactory order. These contribute to the health, safety and welfare of children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that the premises are maintained to an appropriate temperature and are kept in a suitable state of cleanliness, repair and decoration. In addition they were asked to make sure that the low-level glass panel is safe or inaccessible, to plan and provide a range of sensory experiences for babies, to provide domestic style furniture for children under two and ensure that resources are accessible for children. Since then the premises have been decorated, cleaning rotas and routine temperature checks ensure that areas are maintained in a suitable condition. Some measures have been taken to ensure the safety of low-level glass, sensory play opportunities for babies have been improved and imaginative play equipment purchased for children under two years. Shelves have been lowered to provide children with better access to resources. These actions result in improvements to the care and welfare of children.

Complaints since the last inspection

Since the last inspection Ofsted has received a concern in relation to National Standard 2: Organisation, National Standard 11: Behaviour and National Standard 14: Documentation. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied that 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.

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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):

- develop robust recruitment and vetting procedures to include the health suitability of staff
- develop and implement staff knowledge and understanding of the 'Birth to three matters' framework in order to positively influence the outcomes for children in their earliest years
- ensure that health and hygiene procedures are consistently applied in practice to promote the welfare of children
- improve the arrangements at meal and snack times in order to extend children's learning and to provide them with opportunities to develop and practise independent skills.

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):

- develop staff knowledge and understanding of the Foundation Stage curriculum
- develop the planning for children's individual progress and the procedures for parents to contribute to children's records of achievement.

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