



Kids & Co. Childcare

Inspection report for early years provision

Unique Reference Number	EY333651
Inspection date	03 November 2006
Inspector	Lynn Denise Smith
Setting Address	Kids & Co, 22 Grove Road, Tiptree, COLCHESTER, CO5 0JP
Telephone number	01621810772
E-mail	mathu@neelendra.wanadoo.co.uk
Registered person	ABC Day Nurseries Ltd
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 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.

WHAT SORT OF SETTING IS IT?

Kid's and Co Day Nursery is one of two nurseries run by ABC Day Nurseries (Tiptree) Ltd. It opened in 2006 and operates from six rooms in an adapted bungalow in Tiptree near Colchester. A maximum of 32 children under eight years may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:30 for 52 weeks of the year. All children share an enclosed outdoor play area.

There are currently 43 children aged from birth to under eight years on roll. Of these 12 children receive funding for early education. Children come from the local area and surrounding villages. The nursery currently supports a small number of children with learning difficulties.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to develop a strong understanding about how to keep healthy as staff encourage them to wash their hands before meals and snacks and when they have used the toilet. They enthusiastically participate in conversations about foods which are good for them and excitedly inform staff that 'fruit is good for them because it makes them big and strong and is good for their tummy'. Older children efficiently gain independence with their personal hygiene as they independently use the toilets situated close to their main play rooms.

Children's health needs are well met as staff and parents share relevant information about allergies, illnesses and any special medical requirements. Regular cleaning of equipment and risk assessments help to reduce the risk of cross infection and accidents within the provision. Children who have accidents within the nursery are well supported by caring and proficient staff who tend to their needs using the knowledge of their qualified first aiders. Their injuries are effectively dealt with and a clear written record of the incident is shared with their parents.

Children are provided with a well balanced and exciting diet when they attend this nursery. They have mid session snacks which usually comprise of fruit, raisins and a biscuit. Their main meal is nutritious and contains fresh fruit and vegetables. All children and staff sit together in the nursery dining room and share a calm and relaxed meal time. Children are effectively encouraged to develop their hand eye co-ordination and independence skills as they help themselves to salad or cooked vegetables from a communal bowl. They pour their own drinks and help to set their place by collecting their own knives, forks and spoons from the tray.

Children have regular opportunities to experience fresh air when they play in the nursery garden or go for walks to the local park or duck pond. Children are encouraged to bring appropriate clothing to enable them to make use of the garden in all weathers and the nursery are considering supplying some spare clothing so that all children can play outdoors throughout the year.

Children are developing their physical skills when they run, jump and climb in the garden. They ride bikes and push along toys and play with a selection of bats, balls and beanbags. Children effectively learn to climb up and down stairs as they have to negotiate a set of stairs in order to access the playrooms for the three to eight year olds. Children are developing fine motor skills when they use pens and pencils effectively, they place small 'Mili - cubes' in colour patterns on their base plates and efficiently use glue spreaders in their creative play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a bright and attractive environment. Younger children are cared for in a baby room and a further two rooms which cater for the needs of children up to three years. Older children are cared for in two playrooms which are situated on the first floor of the building. Children's art work and posters create a welcoming environment. Each of the two age groups

has a specified creative play room, enabling them to express themselves freely through art and craft activities.

Children safely access a range of toys and play equipment which is stored in boxes at their height to encourage self selection and independence. They play with clean and hygienic equipment as staff follow regular cleaning procedures to ensure the resources are safe.

Children's safety is considered a priority by staff who follow the nursery's written procedures on keeping children safe and secure. Satisfactory management of the entrance door ensures that children do not leave unattended and that visitors are always monitored by staff. Children are developing an understanding about how to keep themselves safe as staff re-enforce clear messages about crossing the road safely and walking up and down the stairs sensibly.

Children are protected from potential harm as staff demonstrate a sound understanding of their responsibilities with regard to protecting children. A number of staff have attended training on child protection and the new safeguarding units ensuring children's welfare is of paramount importance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy within this nursery. They enjoy their time here and form warm, caring relationships with the staff and other children. Many children are seen actively seeking cuddles and acts of affection from the staff; their requests are quickly met as staff provide them with the required cuddles and kind words.

Younger children's needs are effectively met as staff are beginning to implement the guidance within the 'Birth to three matters' framework. Their activities are planned to encourage them to have a good amount of free play as well as some more structured activities.

Children are encouraged to independently access a range of toys and play materials which are stored at their height and presented in boxes which are well labelled. Some of the equipment within the main playrooms is well presented, however, some areas appear cluttered and not well organised which prevents children from being able to gain the best experiences from their play. Some children can sit and concentrate well, whilst others are developing these skills. Children cooperate well, for example, when they sit together and share a book, or enthusiastically jump in and out of the paddling pool full of plastic balls.

Younger children's language skills are well developed as staff talk to them clearly and effectively. They ask them open ended questions and wait patiently for their reply.

Nursery Education.

The quality of teaching and learning is satisfactory.

The quality of teaching enables children to make satisfactory progress in all six areas of learning. Staff are developing their knowledge of the Foundation Stage by working closely with the Early Years Development and Childcare Partnership.

Planning effectively covers all six areas of learning and identifies long, medium and short term plans, however, this process has only recently been developed and is in its infancy. Staff demonstrate their commitment to pursuing a clear and effective system and regularly monitor the effectiveness of the planning with the managers and support teacher.

Children are encouraged to learn in a calm, relaxed and consistent atmosphere. They understand right from wrong as they follow the staff's clear directions and boundaries. The group is quite small enabling children to receive some good quality individual attention from staff.

Staff use a range of teaching methods to meet the needs of all the children. They mostly enable children to learn through free play, whilst incorporating some planned and focussed activities.

Children are aware of the daily routine as staff tell them clearly when they are going to clear up and what is going to happen next. The daily timetable is displayed on the wall for parents to see. Staff follow this, however, they are flexible if children wish to continue playing or to pursue other activities.

Children are observed well as a key worker system effectively enables staff to observe children's progress towards the Early Learning Goals. Observations are well recorded and provide a basis for staff to monitor each child's progress and use their observations to plan for the children's next stage of development.

Children enjoy each other's company and interact well with both adults and each other. They form lively relationships and are caring towards each other, for example, when one child helps another to complete the software on the computer, she congratulates her friend on completing the task and gives her a hug. Children are gaining confidence and learning to concentrate for prolonged periods of time. They are encouraged to develop independence when using the toilet, dressing and undressing from the role play clothes and when pouring their own drinks at snack and mealtimes.

Children communicate effectively; they enjoy talking to each other and to adults, extending their language to enable them to describe their thinking patterns. Their language skills are developed by staff who encourage them to converse and to tell them about the things they have been doing at home. Children are beginning to link sounds and letters, for example, one child shows a member of staff the letter E on a chart and says 'my name begins with E'. Children have some opportunities to make marks in the drawing area and are beginning to form letters and write their own names; free mark-making opportunities are not always extended to other areas of learning, for example through imaginative play. Children have a good selection of books to choose from, however, rarely use the book corner as the organisation of the resources is not always conducive to encourage children's learning.

Children are very good at counting; they can proficiently count to 20 and over. They know a good range of colours and are beginning to recognise shapes and sequencing patterns. They have very good opportunities to recognise numerals as there are a number of displays around the walls, including each stair on the staircase. Children effectively make use of the maths equipment, such as Compare Bears and Mili-Cubes, with help from the adults they sort and sequence these with ease.

Children learn about their local environment when they go for walks to the shops, park and duck pond. They gain an understanding about where the nursery is situated in relation to the local area as they talk about their walk and what they see on route. Children have daily access to a computer and learn to use some programmable toys. Their access to the living world and watching how things grow is limited as they do not participate in growing activities or explore nature on a regular basis.

Children freely express themselves through creative play; they are encouraged to develop their independence by self selecting materials and resources for painting and making models and collages. They have opportunities to experience a range of messy play materials such as dough, sand, water, clay and gloop. Children's opportunities to express themselves through role play and imaginative play is not so easily accessible, resources are available, however they are not well presented. Children have fun singing their favourite songs and playing with the good selection of musical instruments available to them.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are shared with the staff by parents who complete clear registration details forms and who speak directly to staff about their children's likes and dislikes. Children enter the nursery and settle quickly into a session of free play. Staff demonstrate a sound knowledge of the individual children and their home environment. Children have access to some resources such as musical instruments, dolls, posters and small world figures and books which enable them to learn about the world around them. Children develop an understanding about world cultures as they celebrate some festivals and special occasions such as Chinese New Year and Christmas.

Children who need additional help are supported through the nursery's Special Educational Needs Co-ordinator (SENCO) officer working closely with outside agencies and through staff using their knowledge and experience to cater for the needs of all children. Children are valued and encouraged to become an important member of the nursery group.

Children are well behaved; they respond well to the staff's expectations of behaviour and the adults within the nursery act as good role models. Children develop respect for others and are encouraged to think about other people's feelings through the clear, positive language of the staff.

Children's needs are well met as the staff and parents communicate well. They share information verbally on a daily basis and work well together. Daily diaries are completed for every child, these document any information staff wish to share with parents and can be used for parents to share information with staff.

Partnership with parents and carers is satisfactory.

Parents are kept informed of coming events and important dates as staff display information posters on the doors and in the hallway. A clear parents' notice board informs them of any

changes within the nursery and refers them to the written policies which are available for them to read.

Parents are encouraged to discuss their children's progress with their key worker and to view their developmental records on an informal basis. The nursery will soon be holding parents' evenings whereby they will formalise this process slightly. A process whereby parents are able to share information about their children's developmental achievements at home is being developed by staff encouraging parents to talk and share this information.

Children's spiritual, moral, social and cultural development is fostered.

Children are settled and happy at this nursery. They enjoy attending and enjoy each other's company. Staff use lots of praise and positive encouragement to help them develop their self-esteem.

Organisation

The organisation is satisfactory.

Children are cared for by enthusiastic staff who are beginning to work well as a team, following the recent change of ownership of the provision and the recruitment of some new members of staff. Appropriate staffing ratios enable children to feel secure and settled and the presentation of the premises provides them with a bright and welcoming environment. Effective recruitment and vetting procedures ensures that children are well protected and cared for by staff who have a sound knowledge of child development.

Suitable records and documents are in place to support the children's needs, to effectively share information with parents and to assist staff in the day-to-day running of the nursery.

The leadership and management is good.

Children benefit from a committed and stable staff team who are forming good relationships and working well together. The management structure includes the owner, two part time managers and two head of rooms. The management team have spent the past six months developing written policies and procedures to assist in the effective running of the setting, setting up an effective recruitment and vetting process and establishing a training framework, whereby all staff have the opportunity to undertake training of their choice. Additional staff have been employed to assist in the smooth running of the facility and to ensure that the correct adult to child ratios are maintained at all times including staff breaks.

Children's experiences from their nursery setting are positive and educational as the staff and management are forward thinking and enthusiastic about 'getting it right'. They have identified a number of strengths and weaknesses within the provision and are working alongside the Early Years Development and Childcare Partnership to implement all of the suggested material on an agreed action plan.

Overall, children's needs are met.

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 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.

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):

- ensure the organisation of toys, equipment and resources enables children to have rich and stimulating play and learning experiences

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):

- continue to develop activities which enable children to pursue their learning with regard to exploring the natural world and expanding their imaginative play.

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