



Kalgarth Grange Nursery

Inspection report for early years provision

Unique Reference Number	EY294172
Inspection date	20 November 2006
Inspector	Michele Anne Villiers
Setting Address	447 Manchester Road, Paddington, Warrington, Cheshire, WA1 3TZ
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Registered person	Kids Academy Nursery Group
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?

Kalgarth Grange Nursery is one of four nurseries run by Kids Academy Nursery Group. It opened in 2004 and operates from four large rooms in a two storey building in the Paddington area of Warrington. A maximum of 117 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 16.30 all year round, except during the Christmas week and bank holidays. All children share access to a secure enclosed outdoor play area.

There are 173 children aged from birth to under five years on roll. Of these, 35 children receive funding for early education. The nursery supports children with learning difficulties or disabilities.

The nursery employs 27 members of staff. Of these, 20 hold appropriate early years qualifications and seven are working towards a qualification. The setting received an 'Investors in People' award in 2005 and Business of the Year 2006 for staff training and development.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff follow effective procedures to help protect children from illness and infection. The premises are suitably clean and staff implement some good hygiene practices, such as removing outdoor shoes in the baby room to help protect babies from cross infection. Staff follow comprehensive health and hygiene policies and the majority of staff hold current first aid and food hygiene certificates. Children learn about personal hygiene. Older children know to wash their hands at appropriate times and speak of 'washing the germs away' and staff encourage children to clean their teeth after meals. Babies and young children sleep and eat according to their routine and they form close attachments to staff. There is an effective key worker system and staff support babies well, giving cuddles and affectionate interaction to foster their security and emotional well-being.

Children benefit from well balanced, nutritious home made meals, prepared by the cook. Fresh fruit and vegetables are offered each day, and drinks of water are made available for children to freely access to quench their thirst. Staff devise and display four weekly menu plans, and the children's dietary requirements are met in consultation with parents. Meal times are social occasions where children and staff sit together. Children are encouraged to develop good self-help skills, using appropriate cutlery, and older children pour their own drinks and serve their own food.

Children develop a positive attitude to fresh air and physical activity, helping to promote their health, strength and stamina. Outside play is incorporated into the daily routine and staff provide a good range of stimulating activities. Children access a suitable variety of wheeled toys and skilfully manoeuvre bikes around each other with good control and coordination, developing spatial awareness. Older, more able children, access a separate play area where they learn to climb and balance on structures that provide variable challenges to strengthen all parts of their body. They become competent on balancing beams, stepping stones, and climbing equipment. Outside, children also play with construction materials to build with, such as large cardboard boxes and interconnecting shapes to make bridges. Indoors, children develop their small motor skills as they practise cutting with scissors and threading small beads. Babies gain physical confidence as they learn to crawl and walk with good support from staff. Young children enjoy dancing and moving their bodies to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment. The nursery has secure access with intercom systems to the main gate and entrance door. Surveillance cameras operate throughout the nursery to safeguard children and staff closely monitor all visitors, helping to protect children from unknown persons entering the premises. Children freely access a wide range of safe and suitable toys and resources. There is a welcoming environment and furniture has been purchased to provide comfort and safety, with areas for children to safely rest and relax.

Staff take positive steps to identify potential hazards and protect children from harm. The premises, toys and equipment are checked daily, and a comprehensive risk assessment is conducted each month. Children learn about keeping themselves safe throughout the daily routine. Staff gently remind them to be careful when running around, and whilst baking bread, staff talk to children about the dangers of hot ovens. On outings, and during planned activities, children develop an understanding of road safety. Staff discuss zebra crossings and demonstrate how to safely cross the road. The fire evacuation procedure is practised with children, and visits with talks from the fire service, help to reinforce the children's learning.

Staff closely supervise children to protect them from harm, and babies and young children are safely strapped into high chairs at meal times. Children are encouraged to develop a real sense of danger. When playing outside, staff allow children to explore their environment and experiment with equipment. For example, children place wheeled toys on low-level, gently sloping slides and confidently ride down with speed and excellent control. The children's welfare is further safeguarded and promoted. Staff are clear about their role with regard to child protection and follow comprehensive written procedures that are in line with the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children are very settled and their needs are met through the good attentive support from staff. Staff calmly and patiently encourage and motivate babies' interest and play. Babies become involved when staff sing songs, excitedly jiggling their bodies, chuckling and smiling. They become enthralled when staff introduce musical instruments and experiment with different sounds, banging saucepans with wooden spoons to make a loud noise, and listen to the tinkling sound of dried lentils cascading down on the saucepans. The positive atmosphere encourages babies to explore their environment with confidence. They begin to make connections and become competent learners through experiences. They distinguish between soft and hard toys, and press buttons on activity centres to create visual and sound effects. Staff comfort and reassure babies through interaction and hugs, helping them to feel secure and relaxed.

Staff have undertaken the 'Birth to three matters' training and effectively use the framework to improve their practice and inform the planning of activities. The children's interests and achievements are recorded for staff to monitor their development and progress. Young children particularly enjoy art and craft and have many opportunities to mark-make using a variety of materials such as sand, paint, and crayons. Their imagination is fostered well as they listen to stories in small groups, recreating different animal noises, and have fun dressing up and playing in the 'Jack and the beanstalk' house that staff have made.

Nursery Education.

The quality of teaching and learning is good and children are making effective progress towards the early learning goals. Staff have a good understanding of the Foundation Stage and the areas of learning. They use the curriculum guidance to plan and provide an interesting range of challenging activities. Good methods are used to monitor, track and record the children's

development and progress through the stepping stones. Activities are evaluated and the comments, plus the children's level of attainment, are used to address future plans. Staff enthusiastically support the children, sitting with them in small group activities. Activities are adapted according to the age and ability of children, and in most circumstances children are appropriately grouped. However, sometimes during discussion and story time all children sit together. This results in the younger age children becoming bored and the older children not being sufficiently challenged. For example, during circle time younger children become bored and start to wander off, and staff are unable to question the older children fully at story time as younger children begin to become distracted.

Children are happy and enjoy their play opportunities. They demonstrate high levels of independence with very good support from staff, who use their skills to assess when to intervene. Children serve themselves at meal times, dress for outside play, fasten coats and shoes, and independently operate the computer and music centre. Children concentrate to complete tasks and confidently explore the room, choosing their toys. They initiate interaction with adults and use language to negotiate and engage in purposeful conversation, freely talking about their home life and past events. Staff introduce different topical discussions, such as the weather and days of the week. Children begin to recognise the letters of the alphabet and staff introduce a different letter each week. Children find objects beginning with that letter, to place on the display table, and sing related songs to help reinforce their learning. Children enjoy mark-making and writing, and learn to recognise their written name on individual name cards.

During structured play and throughout the daily routine children have many opportunities to develop their mathematical skills. They sing 'number' songs, such as 'Five green speckled frogs', using their fingers to represent the frogs. At meal times, children help staff to stack the cups and calculate how many are left on the table. They discuss 'big' and 'little' raisins and count the number of buttons on the gingerbread men. Whilst playing with water, children discuss patterns, using foam spray. Numerous toys further promote the children's understanding of numbers, such as calculators and role play cash registers. They develop a good awareness of technology and freely access a computer and various programmable toys. Children become familiar with the world around them and the observation of living things. They help to care for hamsters and a rabbit, and use the garden to go on 'bugs hunts'. During the summer months they learn about growing strawberries and runner beans. Children particularly enjoy art and craft and their imagination is very well fostered. There is a wealth of artwork displayed and children create various structures using a wide range of tactile materials. For example, they build 'Fairy tale forest' scenes using different textured paper and introduce characters from the story of the week, such as 'Goldilocks and the three bears' and the 'Gingerbread man', making three dimensional models.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging and confidently contribute to the life of the nursery. They are warmly greeted by staff and establish a sense of security. The effective key worker system enables children to form close attachments to staff, promoting their confidence and self-esteem. Children learn about their culture and the culture of others. They celebrate

different festivals, such as Diwali, and light small candles and make colourful pictures. There are some toys and resources that help children develop an awareness of diversity. Some books, dolls and puzzles reflect different race and culture, and older children play with a toy guide dog for the blind, complete with harness and cane. However, resources are limited and do not form an integral part of the children's play throughout the nursery.

Staff respect children as individuals. They work with parents and outside agencies to ensure that children with additional needs are fully supported and integrated. Children are well behaved and the good levels of praise and encouragement from staff reinforce the children's positive behaviour. Staff are calm and consistent in their approach. They gently explain to children the effects of unwanted behaviour, helping children to take responsibility for their actions. Children are cooperative and learn to be responsible, tidying toys away, setting tables at meal times and pouring drinks. All staff have received in-house training on managing children's behaviour and there is a designated staff coordinator. The children's spiritual, moral, social and cultural development is fostered well.

Children benefit from the close and supportive relationship staff form with parents. Parents and children are warmly greeted, helping children to settle and feel reassured. Information is shared through informal daily discussion plus a wealth of displayed written documentation and photographs of the children playing. Parents are encouraged to contribute their thoughts and ideas through the suggestions box and regular questionnaires, and become involved with charitable events, such as 'Children in need', to support the nursery in raising money. Parents speak positively about the provision and care provided and many 'Thank you' cards evidence their satisfaction. The partnership with parents of educationally funded children is good. Parents receive written information about the Foundation Stage and areas of learning, and they may access their children's progress and development records at any time. Parent evenings are organised every six months where parents may formally meet with key workers. Parents also receive regular newsletters by email.

Organisation

The organisation is good.

Very good procedures are in place for staff vetting, helping to safeguard children. There is a robust recruitment system and checks are electronically tracked, ensuring that staff who have not been suitably cleared are never left alone with children. The high levels of qualified staff and good staffing ratios enable children's individual needs to be met well. Staff use their knowledge and experience to provide a wide range of interesting activities in a suitably organised and stimulating environment. Staff are encouraged to access training on new initiatives and good procedures are in place for ensuring that staff with designated roles of responsibility complete training sessions, such as child protection and the management of children's behaviour.

Staff training needs are identified through regular meetings and appraisal sessions. There is a very good induction programme for new staff, with ongoing meetings to test their knowledge and understanding of the policies and procedures. This impacts favourably on the staff's ability to provide good quality care and enhance the children's learning and progress. The quality of the leadership and management of the nursery education is good. Management monitor and

evaluate the educational programme. They have weekly meetings with the room supervisors to address any issues with regard to curriculum plans and the children's assessment records.

All regulatory documents are up to date and reviewed on a yearly basis, to ensure the continuity of care for children. The organisation devises very well written policies and procedures and ensures these are followed by staff through the appraisal system. Overall, the provision meets the needs of the range of the children for whom it provides.

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.

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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):

- increase toys and resources that reflect positive images of race, culture, gender and disability throughout the nursery, in order to fully represent diversity and help children to learn about the world in which they live.

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 children are grouped appropriately for large group activities, so older more able children are suitably challenged, and younger children do not become bored.

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