



## Kids 1st Day Nurseries - Durham

Inspection report for early years provision

<b>Unique Reference Number</b>	EY334642
<b>Inspection date</b>	29 November 2006
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<b>Registered person</b>	Kids 1st Day Nurseries
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Kids 1st Durham is one of five nurseries run by Kids 1st Day Nurseries, a limited company. It has been registered since June 2006 and is situated within purpose-built premises within the grounds of Dryburn Hospital, in Durham City. The nursery operates from seven rooms each with associated facilities, and staff and office accommodation, arranged on two floors. The setting has enclosed outdoor play areas. A maximum of 99 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year.

There are currently 45 children aged from five months to four years on roll. Of these, eight children receive funding for nursery education. The nursery serves the needs of children from the local community and surrounding areas whose parents work in the locality. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs seven staff. Five of the staff, including the manager, hold appropriate early years qualifications. One member staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy physical activity outdoors each day, which contributes to their overall good health. They develop coordination and control of their bodies as they use large climbing equipment with care. Staff supervise closely and offer help if children ask, encouraging them to trust in their own abilities. Physical play is well planned to help children develop coordination and control. Babies and toddlers learn to negotiate the steps to their outdoor area and love clambering on the soft play resources. Toddlers have sturdy toys to push along to support their developing mobility and staff provide many opportunities for them to extend their physical skills. Older children also enjoy dance and exercise sessions to music.

Children are cared for in a very bright and welcoming environment, which is very clean and well maintained. Staff clearly recognise why good health and hygiene practice is important and implement guidelines systematically. Arrangements for first aid and administering medication meet requirements and effectively protect children. Children spontaneously go to wash their hands before they decide to have their snack. Children's awareness of health issues is raised as they brush their teeth and explore activities relating to a healthy lifestyle. Staff consistently promote and encourage clear health and hygiene routines within everyday practice, so that children learn how to keep themselves healthy. They become increasingly independent in attending to their own personal care.

Parents are fully consulted about their child's health and dietary needs. Children are well nourished and enjoy a varied menu of freshly cooked, healthy food. Children help themselves to easily accessible drinking water throughout the session and enjoy fresh fruit at snack time. Meals are well balanced and take account of the individual and cultural needs of all children. Children are introduced to a wide variety of different fruits, such as kiwi, pineapple and mangos. Snack and lunch times are enjoyable, relaxed occasions where staff and children sit together, sociably sharing conversation.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The nursery offers a very welcoming and completely child-focused environment, where children are thoroughly safe and secure. Staff have a very high level of awareness of safety issues and are meticulous in ensuring all areas of the nursery are safe. Risks, both indoors and out, are identified and minimised, without limiting challenge. Children enjoy their play in a very safe environment, where use of space is effectively organised to allow them to move around safely, freely and independently. Organisation of the daily routine considers the safety needs of children of different ages. Children's safety and welfare are enhanced by vigilant supervision.

Children learn to use the large and well planned space purposefully, developing awareness of the needs of others. Staff enable them to access all areas of the environment. A well considered range of good quality resources is stored at child height so that children can select them safely and without help. Appropriate risk assessments are conducted and practice is consistently monitored and evaluated to increase all children's safe and independent participation in everyday activities. Procedures to ensure safe evacuation in the event of an emergency are well-considered. Staff practise safe evacuation with the children to help them understand the dangers and learn how to ensure their own safety. Children's understanding of safety issues is developing because staff routinely discuss and reinforce limits and boundaries with them. They develop an awareness of dangers, for example, they know it is important to tidy away toys as they finish with them to minimise accidents. Children understand why it is not safe to run indoors and to walk safely on the stairs using the low level hand rail.

Staff have a good understanding of their responsibility to protect children. They sensitively support them to share their feelings and make their needs known. Some staff have attended child protection training and the child protection policy clearly reflects current guidance. Systems for the recording of incidents and existing injuries are clearly established and a visitors register is maintained. Procedures for checking that staff are suitable to work with children are robust, further ensuring the safety and protection of children in the nursery.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Babies and toddlers are secure and play contentedly, learning to enjoy being with others. The baby room is very relaxed and homely. Children enjoy close physical contact in the form of cuddles. They explore treasure baskets, which stimulate their senses and curiosity. Children also enjoy playing with a range of natural materials, such as sponges, pegs and brushes. Staff respond intuitively and sensitively to non-verbal communications, showing respect for children's individuality. Warm interactions enable children to play happily and caring relationships foster their self-esteem. Staff provide a stimulating environment to help children learn, however, the planning and assessments for children's development do not clearly link to the 'Birth to three matters' framework to fully promote the outcomes for children. Children settle happily and enjoy their time in the nursery. They independently select activities and are confident to make choices about their play. They explore activities freely, such as small world and construction, and they use the role play resources well. Opportunities for independent creativity are well resourced and children enjoy exploring sand, water and paint. Children also have opportunities to explore other media, such as jelly, 'gloop', cornflour and shredded paper.

Staff offer support and reassurance, so that children feel secure and content in the nursery. Children play well together and make friends. They enjoy singing and join in well with familiar songs. Children aged over two years enjoy drawing and show good concentration as they spend time selecting different pencils and trying out various techniques, such as circles, lines and dots. They also use chinks, stencils and finger painting to make marks. Children also explore their creativity as they make collage snowmen following the current winter theme.

### **Nursery Education**

The quality of teaching and learning is satisfactory, so that children make sound progress towards the early learning goals. Staff have a reasonable knowledge of the Foundation Stage which enables them to provide a range of activities to support children's learning. However, the planning for children's learning, and assessments of their progress, are not clearly linked to the Foundation Stage, areas of learning and stepping stones. This means all areas are not sufficiently covered and children's learning is not always extended. Staff have high expectations for behaviour. They help children understand what is expected of them in terms of acceptable behaviour. Staff assess children's achievements in their everyday play experiences, but do not use this information effectively to promote the next steps in children's learning.

Children are self confident and chat happily to each other and the adults caring for them. They are beginning to play co-operatively as they share resources, such as small world equipment and when creating pictures. Although there are some opportunities for the development of their independence, such as serving themselves food at lunchtime and caring for their personal needs, this is not always consistently extended. For example, children are not always encouraged to try and put their own coats on or to cut shapes for themselves during craft activities. Some children use speech to recall past experiences, for example, watching the fireworks at a friend's house. More able children are beginning to link sounds and letters. They recognise that 'Z' is for zebra. However, children are insufficiently encouraged to develop this further.

Children show an interest in the size and shape of objects as they sort wooden blocks and toy figures. Children can count objects when asked and are beginning to understand the concept of number as they recognise that only so many children are allowed in certain areas. There is little use made of everyday activities to reinforce children's understanding of number, for example, counting how many plates are needed at snack time and how many children are in the line as they go out to play. Children show a keen interest in the computer and are developing good mouse skills and control. They sing enthusiastically and enjoy practising their songs for Christmas.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children feel a strong sense of belonging to the nursery. They are very familiar with routines, which enhances their sense of security. Staff work closely with parents to find out what is important to each child, so that children know they are valued as individuals. They listen closely to what children say and find out about their interests. Children are welcomed into the setting and participate in all activities. This approach means that children's spiritual, moral, social and cultural development is fostered. Children access a suitable range of resources which increase their awareness of diversity. However, planning does not include activities to help children develop a positive attitude towards different cultures and beliefs. The nursery has clear procedures in place to support children with physical disabilities and learning difficulties. The named coordinator is currently undergoing relevant training. The nursery currently supports several children who speak English as an additional language. However, the procedures in place are not sufficiently rigorous to ensure their needs are fully considered.

Children learn to be kind and polite as staff gently and consistently reinforce rules and boundaries. Good behaviour is sensitively encouraged and rewarded. They learn to keep the

play environment tidy, to share, take turns and think about others. Staff very clearly explain why certain behaviour is unacceptable so that children feel safe. Behaviour is good throughout the nursery.

Relationships with parents and carers are good. Parents are confident in approaching staff and regularly share information about their child. Written daily diaries are used to share information about younger children. Parents enjoy relaxed and comfortable relationships, which helps to promote children's sense of security. They feel confident to raise any concerns. Policies and procedures are always available for parents to refer to in the well resourced parents room. A regular newsletter keeps parents informed. The complaints procedure is displayed for parents in the policy file and is also included in the comprehensive parents pack. It reflects current guidance and gives parents the contact details of the regulator. A complaints log is kept as required. Parents of younger children are able to access their child's record of achievement at any time.

Partnership with parents with regard to the provision of nursery education is satisfactory. Parents receive an information pack when their child starts nursery, which includes details of the Foundation Stage curriculum. Information about the learning opportunities and activities within the continuous provision is not displayed in the pre-school play room. Although some open days are planned, systems are not currently in place to inform parents of children's learning, their progress towards the early learning goals and of how they can be involved.

## **Organisation**

The organisation is good.

Comprehensive policies and procedures are in place to ensure children's welfare is safeguarded. Recruitment procedures are robust, ensuring that staff are suitably skilled and experienced to work with children. Well planned induction procedures, together with ongoing staff monitoring and appraisal, ensure staff are able to support children effectively. Required documentation which contributes to children's health, safety and well-being is in place and there are procedures in place for regular review. Parents' wishes regarding their child's care clearly influence day-to-day practice and clear written agreements are recorded.

The premises and resources are effectively organised to meet the children's needs and support their developing independence. Children are cared for in small groups and are appropriately supported by their key carer, which positively contributes to their care and well-being. Ratios of adults to children are always well met. This ensures continuity of care for children. All staff have a clear understanding of their roles and responsibilities. Consequently, the nursery operates efficiently and runs smoothly.

Leadership and management of the nursery education is satisfactory. The team are keen to develop the delivery of the Foundation Stage and seek advice from the Local Authority on its implementation. Staff are supported effectively to work together as a cohesive team. Procedures to monitor the effectiveness of teaching in systematically helping children to make progress are not yet sufficiently robust, resulting in gaps in the curriculum.

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 complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- develop the planning assessment records in an approach in line with 'Birth to three matters' framework
- improve the procedures for caring for children who speak English as an additional language and develop activities to raise children's awareness of diversity.

#### **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 planning for the Foundation Stage to ensure this is linked to the areas of learning and stepping stones to ensure all aspects are covered
- improve the systems for assessing and recording children's development to guide planning and teaching to help children move to the next stage in their learning
- increase the information given to parents regarding their child's learning and progress
- improve the systems for monitoring the Foundation Stage.

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