

# Kids 4 Us Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	208212
<b>Inspection date</b>	21 March 2007
<b>Inspector</b>	Olwen Pulker
<b>Setting Address</b>	Kids 4 Us Nursery, The Demountable,,John Fletcher Junior School, Upper Road, Madeley, Telford, TF7 5DL
<b>Telephone number</b>	01952 270062
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<b>Registered person</b>	Christine Edwards and Valerie Price
<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 4 Us Day Nursery opened in 1995. It operates from six rooms based within a demountable single storey structure and a bungalow. The nursery is based in the school grounds of John Fletcher Junior School, Madeley, which is a suburb of Telford. The nursery and after school club serves the local area.

There are currently 79 children aged from three months to 11 years on roll. Of these 15 children receive funding for nursery education and 47 attend the after school club. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and disabilities, and those who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 to 18:00 on Monday to Thursday inclusive and from 07:30 to 17:30 on Friday.

There are three part time and seven full time staff working with the children. All staff hold appropriate early years qualifications. The setting receives support from a teacher/mentor from the local authority. The nursery is a member of Getting it Right (formally Kids Club Network).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Staff work in partnership with parents to meet children's dietary needs and are attentive to the needs of the young babies, implementing their individual routines. There is a daily diary which is used to inform parents about the quantity and type of food consumed. Children enjoy a varied menu of freshly prepared balanced meals and all snacks and meals comply with any special dietary requirements to ensure children remain healthy. Cooked lunches are provided daily and a variety of fresh fruit such as apple, banana and orange is offered to children at snack times. Children can choose milk, juice or water as a drink at snack and meal times. A selection of sandwiches, scones, pizza or fresh fruit are provided for children attending after school and they help themselves to a drink from a jug of fruit squash provided by staff.

Good procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy. Staff adhere to a sound nappy changing procedure and children are provided with freshly laundered sheets and blankets on the sleep mats and cots. There are suitable procedures in place for recording children's accidents in line with requirements and medication records are in good order. Children in the nursery learn the importance of good personal hygiene through their daily routines; they wash their hands after using the toilet, before eating and after messy play and are provided with liquid soap and a plentiful supply of paper towels. However, children attending after school do not wash their hands before eating and consequently are not practising good personal hygiene to reduce the risk of cross contamination.

Staff use 'Birth to three matters' guidance well to provide a range of physical play experiences for babies and children to age three. All are able to rest and be active according to their needs. Children have good opportunities to learn about keeping healthy through regular exercise. The use of physical play equipment and the enthusiastic participation in outdoor games promotes their physical development. Their coordination and spatial awareness develops as they enjoy using a variety of wheeled toys in the outdoor play area.

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

The provision is good.

Children are cared for in a welcoming, secure and safe environment. The main entrance doors are locked; the bungalow is fitted with an intercom and callers to the main building are clearly visible to staff ensuring no unauthorised persons can gain access. Individual care rooms are fitted with stable doors which contribute to children's security. Rooms are well-ventilated and numerous windows provide good levels of natural lighting. Premises are welcoming to both parents and children with colourful displays of children's work and photographs or information which contributes well to children's safety and well-being.

Children have access to a variety of good quality, well-maintained resources which are developmentally appropriate. They are motivated and encouraged to learn by the keen adult support and well-planned variations of activities.

Fire precautions are in place and evacuation procedures are available in every room. Fire drills are practised regularly so that staff and children know what to do in the event of evacuation.

Timely reminders and explanations from staff about appropriate behaviour and use of equipment help develop children's understanding of how to keep themselves and others safe from harm.

Children's welfare is maintained because staff have undertaken training in safeguarding children. They are aware of the procedures to follow and who to contact should there be any concerns about a child in their care.

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

The provision is good.

Children enter the group confidently and enjoy their time in the setting. An effective key worker system ensures that babies and toddlers are cared for by consistent staff, whenever possible. They receive lots of cuddles and enjoy the positive interaction with staff which increases their sense of trust and well being. They benefit from routines which are similar with their experiences at home and staff are attentive to their needs. Babies enjoy the textures of natural materials in 'feely boxes' and the colours and sounds of manufactured toys, which they explore with interest. Staff plan a wide range of interesting experiences and activities to help children learn through their play.

Older children have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles, making models and role play equipment. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Exploration with paint, dough, 'gloop' and sand helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for.

Older children attending the out of school club enjoy playing computer or board games, using lego bricks for construction or being involved in creative activities. They relish spending time outside playing with skipping ropes and hoops or chasing each other around the larger pieces of play equipment left out for the younger children.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. Staff have a good knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements. Planning is linked to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Observations are used to assess children's progress and complete stepping stones profile. However, activities are not formally evaluated to inform planning for children's next steps in learning. Staff engage in children's play and challenge children by good use of questioning to extend children's learning. Behaviour is mostly managed well but the behaviour of some more challenging children disrupts others learning and enjoyment particularly at large group time.

Children are excited and motivated to learn, they enjoy new experiences with enthusiasm. They form good relationships with staff and their peers which promotes their sense of well being. Children are developing their independence through participation in routine activities such as pouring their own drinks at snack time, tidying up and putting on their shoes and coats before going out to play. Toys and activities are mostly kept in drawers and storage boxes identified by computer-generated text labels and photographs. This method of labelling fully informs all

children of what is available and therefore promotes their choice. Good use is made of 'Georgie bear' to help children become confident speakers at circle time when they recount the events of the weekend that Georgie spent in their homes. They initiate and continue conversations with others at mealtimes. Most children concentrate well during circle time, most listening attentively to stories and singing their favourite songs and rhymes with confidence. Children are able to recognise their names on their name cards and coat pegs. They are beginning to link sounds to letters and to write their own names with good support from staff. Some of the older children are able to write their names neatly using well-formed letters.

Children show an interest in shape and patterns and most of the older children confidently recognise numbers up to 15 on the number board. Games such as Snakes and Ladders encourage children to count. They have good opportunities to develop their knowledge of mathematical concepts as they explore shape, space and sequence as they role play the story of 'The Great Big Enormous Turnip'.

Children develop good exploration and investigation skills as they learn about change when watching ice melt. They use magnifying glasses to observe spiders webs. Children have good opportunities to use information and communication technology (ICT) through use of a computer, they gain good mouse control when creating their own patterns of lines and blocks of solid colour. Children experience the wonder of snowfall as staff take them outside and pull them along on sledges and allow them to lie on their backs to create 'snow angels'.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment, such as cutlery, well. They enjoy creating displays linked to topic work for example Incy Wincy Spider shows an assortment of 3-Dimensional salt dough spiders. Children express themselves freely through painting and enjoy exploring many different textures such as sand, clay and collage. Children's imagination is well developed as they take part in role play which often extends and evolves, for example, they begin to build a house using wooden bricks and continue to lay them out in a single layer which they use as a balancing beam adding chairs and large storage tubs into the sequence so they climb onto, drop into and climb out of.

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

The provision is good.

The children have good opportunities to learn about themselves, each other and the world around them through planned activities. Children have access to a range of play resources such as books, puzzles and dolls to raise their awareness of other cultures. They celebrate festivals and Saints days through food tasting and undertaking various craft activities, such as making paper lanterns for Chinese New Year. There are appropriate arrangements in place to support children with learning difficulties and/or disabilities or children who speak English as an additional language and staff ensure they work with parents and other professionals to meet each child's needs.

Behaviour is mostly good with children developing positive relationships with other children and staff who use appropriate techniques to foster positive behaviour. Children are constantly encouraged and praised and their efforts are acknowledged through displays of their own work and photographs. Children's spiritual, moral, social and cultural development is fostered.

Parents receive good written information on how the setting operates and have access to all policies and procedures. Daily verbal feedback and the issuing of a daily information sheet

produced for all the nursery children ensure parents are informed about what their children have been doing whilst attending. Staff actively seek parents' views about their children's needs and interests before the child starts at the setting. Regular letters keep parents informed of activities and forthcoming events. Parents are provided with a copy of the complaints procedure within their Information Pack. The partnership with parents and carers who receive nursery education funding is good. They receive clear information on the educational programme provided for their children. Topic sheets on the notice board inform parents of the current topic and they are kept informed about their children's progress because staff share developmental records with them on request. An 'open-door' policy is maintained to enable parents to talk to staff if they wish to do so. Staff ensure that all parents know how their children are progressing and developing.

## **Organisation**

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The management team have a clear understanding about the service their setting provides and have a sound overview of what can be done to further meet the needs of the children and parents. Consultation with parents allows them to be aware of these needs on an ongoing basis. Children are comfortable within a secure environment and benefit from a stable staff group who obviously enjoy caring for children. Systems are in place to ensure that staff are aware of current good practice guidelines and can develop and extend their experience, for example through training. Staff work well together as a team and this supports a happy, relaxed and caring environment for children. However, management of the setting is informal; there is no system in place to ensure that curriculum planning is evaluated to inform all staff working with funded children of future plans to ensure that children's individual needs are incorporated. This compromises children's learning.

Most staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. Suitable child to staff ratios mean that children have adequate individual attention where required and this helps them to develop satisfactorily. Good procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, enjoy working with children and have completed appropriate checks. Children are grouped according to their ages and there are separate base rooms for all ages.

Documentation, policies and procedures are suitably organised. However the uncollected child policy does not inform parents of what staff would do should a child not be collected and they are unable to contact either the parents or the named emergency contact. This compromises children's welfare.

All legally required documentation which contributes to children's health, safety and well-being is in place. Records relating directly to children are stored confidentially and in line with requirements.

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 setting was asked to review and extend some of their policies and procedures. They have partly addressed this by drawing up a clear procedure to follow in the event of a child being lost but the uncollected child procedure lacks some of the required details

in order to fully safeguard children's welfare. The setting now has the required information to update the complaints policy which is shared with parents. This remains a recommendation from this inspection.

The setting was also asked to ensure that the attendance registers clearly show the times both children and staff are present and also which staff are caring for children in the after school club. Records clearly indicate the times of children's and staff's arrival and departure and also which staff are caring for the children in their base rooms. These records are also effective in identifying how staff are deployed on a daily basis to ensure children's needs are safely met. Management have agreed to improve the records further by including staff's full names as opposed to merely their given names.

It was also recommended that records of any significant incidents be maintained to effectively promote the welfare of children. Staff report that there have been none to record to date but they remain conscious of the need to do so.

The setting was asked to improve the procedure for sharing information with parents which has been addressed by providing a daily information sheet for each child attending the nursery. Parents are given details of the activities their children have been involved in as well as details of their meals, any rest or sleep times and number of nappy changes. Parents of children in receipt of funded nursery education also receive a Pre-School pack informing them of Foundation Stage and the six areas of learning. Together with information displayed within the nursery and access to their children's developmental records and stepping stones profiles parents are effectively informed of their children's progress.

Following the last inspection management ensures that children receiving nursery education are supported by staff who have undertaken Foundation Stage training and are competent to deliver the planned activities; they have access to suggested key questions included in the activity plans so that children are suitably challenged. They were also asked to improve the evaluation of the curriculum planning to inform future plans so as to incorporate individual children's needs. This evaluation remains very informal and retained by the staff who plan and present the Foundation Stage to the children on a daily basis. As there is no written evaluation undertaken children's progress is compromised if the regular staff are absent for any length of time and therefore this remains a recommendation from this inspection.

### **Complaints since the last inspection**

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.

There has been one complaint made to Ofsted since the last inspection.

On 4 September 2006 concerns were raised regarding supervision. This concern relates to National Standard 1: Suitable person and National Standard 13: Child protection. In order to investigate this concern, a Childcare Inspector visited the provider unannounced. During the visit the inspector interviewed the provider, made observations and reviewed policies and procedures. As a result of the enquiries made and evidence gathered, a Childcare Inspector Team Manager is satisfied appropriate policies and procedures are in place and that the National Standards are being met. However two recommendations were given to improve practice under National Standard 12: Working in partnership with parents and carers, to ensure the complaints policy clearly states the procedure to be followed when a parent has a complaint and under National Standard 14: Documentation, ensure that records are maintained efficiently to promote

the welfare of children, this includes records of any significant incidents. The Registered Person is required to have addressed these recommendations by the time of the next inspection. Ofsted can confirm that the Registered Person remains qualified for registration.

## **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 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 health and hygiene routines are promoted at all times by encouraging school children to wash their hands before eating
- review the policy for lost and uncollected children to ensure it clearly states what to do in the event a child is not collected.

#### **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 strategies for managing the behaviour of children particularly during adult-led, large group activities so that others learning and enjoyment is not disrupted
- improve the evaluation of the curriculum planning to inform future plans and ensure children's individual needs are incorporated.

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](http://www.ofsted.gov.uk)