



Kingscliffe Day Nursery

Inspection report for early years provision

Unique Reference Number	223226
Inspection date	06 September 2005
Inspector	Alexandra Brouder
Setting Address	127 Ashby Road, Loughborough, Leicestershire, LE11 3AB
Telephone number	01509 263325
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Registered person	Kingscliffe Day Nurseries Ltd
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Kingscliffe Day Nursery opened in 1999. It operates from a three-storey converted house near the centre of Loughborough, in the Charnwood district of Leicestershire. Children under two use two ground floor play rooms with an associated nappy changing area. Older children use three first floor playrooms with toilet and nappy

changing facilities. Kitchen facilities are on the ground floor, with office and staff room on the top floor. There is an enclosed rear garden for outdoor play.

The nursery serves the town and neighbouring villages. It offers nursery education to funded three and four-year-olds. The nursery provides full day care from 07:30 to 18:00, Monday to Friday throughout the year. Children attend a variety of sessions. It makes provision for children with special education needs and who speak English as an additional language. There are currently 54 children on roll, including 12 funded 3 year olds.

Including the proprietor there are currently 10 staff regularly working with children including 3 with early years qualifications at level 3, and 5 with early years qualifications at level 2. The nursery receives support from the Leicestershire Early Years Development and Childcare Partnership. It is a member of the National Day Nurseries Association and holds a current Investors in People award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in clean and well-maintained premises. They enjoy frequent access to fresh air during outdoor play, so helping to maintain their health and well-being. Children usually follow simple good health and hygiene practices within daily routines. For example, washing their hands after using the toilet, so minimising risks of cross-infection. Staff liaise with parents to ensure they have ready access to information enabling them to meet children's individual health needs such as allergies. However, appropriate procedures are not always followed, for example the labelling of individual sun creams. Staff are familiar with appropriate medication and accident procedures, helping them to act in children's best interests in the event of illness or accident. However, not all accidents are recorded and this impacts on the safety and welfare of the children at the setting.

Daily snacks and meals, provided by the nursery, are sufficient in quantity for children's needs and include items such as fresh fruit to help encourage a balanced and nutritious diet. Drinks are provided at regular intervals and are available on request to help ensure children take sufficient fluids. More able children are able to access drinking water independently.

Children use their small muscle skills with varying degrees of control as they use brushes, pencils or chalks, for example in adult-led letter formation or drawing activities. However these and similar resources are not consistently readily accessible for children to choose to practise and extend their skills independently, for example in free painting or collage activities, or in using message pads in the role play area. Children enjoy moving freely round the outdoor play area, for example when using wheeled toys or when experimenting with using simple rope and platform stilts. However large physical play activities are not consistently well-planned to provide challenge and progression for children, for example in developing and

extending skills like catching and throwing.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are protected by adequate safety procedures which allow them to play with minimum risks. This includes web cams in all rooms, and their own telephone system, allowing them to contact other rooms and the office should they require additional assistance with the under two's; for example if a child requires a nappy change and there is only one member of staff in the room. A daily check list is completed to ensure all areas are safe for children to use.

Most children are able to choose independently from a growing range of resources which are in a suitable condition and comply with safety standards. Routines and resources are planned, in the main, to suit the needs of individual children. However, this is not always evident in practice. For example, the organisation of the baby rooms is weak. Staff do not arrange the rooms, or resources, to best suit the children's individual requirements, because of this children are often not able to participate in activities that are suited to their individual needs. This is most apparent during sleeping times. This means that their individual needs are not always met or acknowledged.

A child protection officer is in place who has completed training for the role. All staff are aware of the procedures to follow which ensures children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Care for children of all age groups is sound. However, play experiences for most age groups and in particular for children receiving nursery education, is poor.

Most children enjoy close relationships with their carers and readily seek comfort and contact with them, increasing their sense of well being. All children feel safe and secure through the provision of an environment that is suited to their needs in the main. The provision of activities such as sand and pasta play help young children explore and use their senses. However, the planning of the curriculum for the children under two does not always reflect their needs or individual capabilities and this leads to inappropriate and inconsistent activities being provided. This makes it difficult for staff to meet the individual needs of children and prevents them from making sufficient progress in their learning. In the main, young babies have plenty of space to crawl and develop their physical skills in the ball pool and with other cause and effect type toys. Further play with natural tactile materials such as pasta and some adult directed role play is helping the two to three year olds develop.

Nursery Education

The quality of teaching and learning is inadequate. The member of staff who works

with the funded children has a sound understanding of the Foundation Stage. However, the current curriculum does not reflect what the children are actually doing from day to day. The impact being that children do not have their individual needs met appropriately. The leader of the pre-school is beginning to observe and record what children can do, but does not use this information appropriately to target children's learning or identify their needs. Whilst plans indicate what activities are available under the six areas of learning, they are not built on children's interests and what they need to do next. This impedes any progress children are able to make in all the areas of learning.

Most children are confident and keen to get involved in activities such as painting. They enjoy friendly relationships with staff and each other. Older children form particular friendships amongst their peers. However, children's independence is not promoted effectively through snack times or the choice of resources on offer. While children speak well and are keen to engage adults in conversation, staff do not know how to challenge children appropriately in most areas. Consequently, children are not developing their language for thinking or their ability to solve simple problems in mathematics. Many of the children draw well and use lines and circles to form recognisable images. They have daily access to a "creative" table, but this is not well stocked and therefore children's opportunities in this area are hindered. Further opportunities for children to mark-make freely using a range of equipment in everyday play are not provided. For example, in the role play area children are not able to record or practice their mark-making skills. Children enjoy, and are familiar with, a selection of rhymes and songs. They have opportunities to express themselves using the musical instruments, but mainly in adult led activities.

Limited accessible resources, and staff's lack of challenge impedes children's development in their knowledge and understanding of the world. They are able to explore themes that link to the world around them such as mini-beasts and various festivals. However, the provision of resources to extend their understanding in these areas are limited. Children's ability to access and operate simple programmes on the computer and other forms of technology such as battery operated equipment are not used to best effect and impedes their understanding. Few activities develop children's interest in the natural world such as looking at insects or growing things. They develop their understanding of others through books and planned activities.

While staff use different methods to teach children such as large or small groups, their inability of meeting the individual needs of children and how they learn means that these are often ineffective. Circle time is used to welcome children into the setting, but the repetition of names, colours and days of the week does not encourage children to think. Although planning covers all areas of learning, the delivery of the curriculum does not reflect this. The lack of evaluation of activities and targets for children means that their individual needs are not met appropriately.

Helping children make a positive contribution

The provision is satisfactory.

Children are contented in the nursery and are relaxed and at ease in their dealings

with staff and peers. They recognise and accept daily routines such as breaking from their activities to gather for registration or snacks, and begin to understand the reason for simple safety expectations, such as holding on to the hand rail when walking downstairs. Children begin to learn to treat each other and their belongings with care and concern, for example when staff encourage pre-school aged children to take turns with outdoor play equipment like bikes and on the slide. Children develop increasing independence in simple self-care skills such as putting on outdoor coats. However play activities are not consistently well-organised to encourage them to make independent choices and sustain purposeful involvement in their activities, for example by offering them easy access and sufficient time to experiment with a well-planned range of creative materials.

Children's behaviour is satisfactory. Younger, less able children are learning by example from the staff in their home rooms and through appropriate interaction with their peers. For example, when squabbles occur with the under two year olds, over toys, the staff use distraction techniques or provide other resources to divert their attention. Older, more able children are not always consistent in their behaviour, as staff do not always remind them of the rules. For example, during carpet time, children were observed to be talking and ignoring the member of staff leading the group - the staff member did not ask them to listen or inform them that they should not be talking to each other. This impacts on the children's behaviour and does not enable them to understand, or follow, appropriate rules.

Staff liaise with parents to ensure they seek sufficient information to enable them to meet children's individual care, health and dietary needs. Staff have developed suitable policies to help support children with identified special needs. Children participate in some planned activities reflecting different cultures and beliefs, for example adult-led craft activities linked to Chinese New Year and Saint Georges Day. Some resources are in place reflecting different lifestyles and abilities, such as play people and dressing-up equipment. However resources and activities are not yet consistently used to full effect to help children recognise and respect diversity in their own and the wider community. Overall children's social, moral, spiritual and cultural development is fostered appropriately.

The partnership with parents and carers is satisfactory. Sampled parents speak favourably of the welcoming environment which helps them feel confidence in the care offered to children. Accessible written information and informal discussion provides useful details about staffing, routines and policy, so helping staff and parents work together to meet children's care needs. Parents contribute initial information about their children's individual care needs and preferences, so helping staff have regard to these factors. Parents of children receiving funded nursery education have access to information about the Foundation Stage when children begin at the setting, so providing some guidance on the focus of their children's activities. Parents are able to see their children's records on request and there are formal opportunities every term for staff and parents to share information on children's progress. There are currently no systems in place to support children's planned learning at home.

Organisation

The organisation is inadequate.

Appropriate written documentation and procedures are in place to ensure staff are suitably cleared and qualified to carry out their childcare responsibilities. However, this procedure was not followed with a member of staff, which puts the safety and well-being of children at risk. Staffing ratios are maintained at the minimum requirement, and children are cared for at all times to maintain supervision. Necessary contact and personal details are maintained so staff can meet children's individual health, care and dietary needs. Relevant policies, procedures and records are used appropriately to support children's well-being. Staff's training and developmental needs are recorded by management at their yearly appraisal, but are not always addressed throughout the year. Management have not recognised the areas of weakness in the planning of the curriculum for all age groups. This impacts on the development of children and therefore children's needs are not met.

The leadership and management of the nursery education programme for funded 3- and 4-year-olds is inadequate. Proprietors and staff do not communicate well enough with each other through informal discussion and more systematic arrangements such as appraisals. This means that the aims and objectives of the Foundation Stage curriculum are not being met. Staff do however, show a commitment to continued improvements to practice through attending relevant courses that are available on aspects of the Foundation Stage. A development plan is in place identifying priorities for the nursery as a whole, but as yet there is limited monitoring and evaluation of the effectiveness of the nursery education programme.

Overall the care and nursery education provided does not meet children's needs.

Improvements since the last inspection

At the last inspection the nursery were asked to make a number of improvements to its provision for children. For care they were asked to: review organisation of resources and staff deployment to ensure these effectively support children's play and learning; review organisation of space to provide increased scope for free movement and well spread out activities and for quiet areas to enable children's individual sleep patterns to be facilitated; further develop risk assessments; ensure all staff were familiar with good hygiene practices in relation to nappy changing routines; develop effective and systematic use of information in children's records relating to individual health; care and dietary needs; develop child protection procedures to include procedures to be followed in the event of any allegation against staff.

For nursery education they were asked to: ensure that the planning and evaluation linked to the six areas of learning; record children's progress more accurately and use this information to inform planning; provide opportunities for children to freely select and choose toys and resources and develop systems to ensure that staff and parents exchange information and records of children's development.

Since the last inspection the nursery has made some progress in addressing these

issues. The risk assessment has been developed to ensure that children's safety and welfare is maintained. All staff are aware of good hygiene practices in relation to nappy changing and of the importance of recording information on children's needs. This is part of the induction process and is carried out effectively to ensure that children's health is maintained well. The child protection procedure has been developed to include information on procedures to be followed should there be a staff allegation. This information is given to staff during their induction, which protects children's welfare. Organisation of resources and staff deployment has been developed to support children's play and learning. Staff ratios are maintained at the required minimum, although, in the main, staff ratios in the baby room run higher. The organisation of resources is still an area that needs to be addressed. Children spend a lot of time waiting for staff to set up the activities which impacts on their concentration and enjoyment. Children have access to suitable space in most areas. However, the organisation of space in the baby room does not provide increased scope for free movement and well spread out activities or for quiet areas to enable children's sleep patterns to be met. This continues to be an area for improvement.

With regard to nursery education, since the last inspection the nursery has made some progress. Planning of the curriculum is linked to all six areas of learning and covers all aspects, however, this is not yet evaluated and does not always reflect practice. Children's progress is beginning to be recorded through observations and plotted according to their development through the six areas of learning. However, there is little evidence to support this information, and it is not used to inform planning. Toys and resources are not always organised to best meet the needs of the children although they are able to freely select from those that are accessible to them. Parents and staff exchange information about the children's progress through termly reports and verbal discussion.

Complaints since the last inspection

A complaint was raised with Ofsted regarding an incident at the provision where a child fell and injured it's face. The complaint also related to an allegation that a staff member, whilst working alone, was undertaking cleaning duties with her back to the children. Ofsted wrote to the provision and asked them to investigate these concerns and to provide information in response to them under National Standard 2 (Organisation), National Standard 6 (Safety), National Standard 7 (Health), National Standard 12 (Working in partnership with parents and carers) and National Standard 14(Documentation). The Senior Childcare Inspector reviewed the responses and it was agreed that further information was required in order to fully investigate the concerns. A childcare inspector visited the provision and from information and evidence obtained the provision were found to be meeting the National Standards 2, 6, 7, 12 and 14 and Ofsted would therefore be taking no further action. The provider remains qualified for registration.

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The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- plan and provide a suitable range of activities for children under 2, which are appropriate for their stage of development and based on their individual needs using appropriate guidance such as the Birth to three matters to support this area
- review organisation of space to provide increased scope for free movement and well spread out activities and for quiet areas to enable children's individual sleep patterns to be facilitated.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop more effective use of assessments and planning for future learning so that activities and experiences, particularly within the areas of listening, mark-making and knowledge and understanding of the world, are better matched to children's individual stage of development and provide appropriate challenge, progression and purpose to encourage children's sustained independent learning
- ensure that the leadership and management evaluate the programme for the nursery education on a regular basis and provide appropriate support for staff working with children

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

