

# Kirkland Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	199374
<b>Inspection date</b>	11 June 2007
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<b>Setting Address</b>	Kirkland, Coxs Hill, Ashton Keynes, Swindon, Wiltshire, SN6 6NY
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<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Kirkland Nursery opened in 1990. It operates from three rooms in a detached bungalow, which is on the outskirts of Ashton Keynes.

The nursery serves the local school catchment area. The group is registered to care for 28 children from birth to eight years. There are currently 30 children from six months to eight years on roll. This includes 12 funded three and four-year-olds. Children attend a variety of sessions.

Kirkland Nursery has an inclusion policy and accepts children with special needs and children who speak English as an additional language.

The group opens five days a week all the year round. Sessions are from 07:30 hours to 18:00 hours. Five staff work with the children, of these three have appropriate early years qualifications and the manager has recently gained Early Years Professional Status.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children play and rest in warm, welcoming, homely and well maintained premises. Children's health is well protected as staff have an up to date knowledge of first aid and are very aware of the correct administrative procedures to follow if children have an accident or require medication whilst in their care. Staff implement rigorous hygiene routines daily to prevent the spread of infection. For example, toys and equipment are frequently cleaned, nappy changing routines are hygienic and food preparation areas and handling techniques are stringent. Children are encouraged to learn about the importance of hand washing routines, with staff reminding them to do so after using the toilet and before eating. Older children independently wash their hands after using the toilet and line up to do so before sitting down for snack. Children learn how to take care of themselves, they brush their teeth daily after eating, and know why they need to do this, for example, 'Your teeth will go black' and 'Your teeth will fall out'. Children are encouraged to keep themselves healthy in the sun as staff ensure they wear sun hats and apply sun cream to them. The sickness policy is formally shared with parents and children are not, therefore, exposed to unnecessary illness.

Children's good health and nutrition is well promoted as the nursery provides them with freshly cooked meals daily. The manager is very aware of the need to offer children balanced meals with fresh fruit and vegetables daily, and to limit their intake of additives. Hence, children develop a positive attitude towards healthy eating through the nutritious snacks and meals they enjoy whilst in the nursery. Children learn about the importance of eating a balanced diet, as they often help cut up vegetables to prepare meals, for example casseroles, and have discussions about the benefits of these on their bodies. Staff gain information from parents regarding children's dietary needs and allergies. Information is recorded and any requirements are catered for. Children have access to drinking water at all times, and this means they have enough fluids throughout the day. This is taken outside during outdoor play to encourage the children to increase their intake of fluid during hot weather and when engaged in physical activity. Children's dietary needs are exceptionally well met.

Children thrive in the setting and develop excellent physical skills as they play outside daily. They have access to a large play area where they have frequent opportunities to practise and gain specific skills using various equipment. During the inspection, three four-year-olds were enthusiastically riding bicycles around without stabilisers, showing good control as they negotiated pathways, balanced well and avoided obstacles. Children show a good awareness of space, themselves and others, as they line up to go outside and play. Children push and steer scooters with ease, and develop balancing skills on wooden bikes that do not have any pedals.

Children have access to an interesting range of activities that help support their physical development. Children enjoy using golf clubs, baseball bats and tennis rackets to hit balls and do so with increasing control. Children use skipping ropes and run around swinging the rope over their heads, persevering to accomplish new skills. Younger children are encouraged to develop a healthy attitude towards physical activity, and enjoy playing outside. They were delighted with a huge cardboard box which they climbed in and out of, added balls to and played in together. Children readily explore the equipment, confidently climbing on the frame, ride on toys and carrying chairs around the garden. Indoors, all the children dressed up and enjoyed dancing to disco music with confidence.

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

The provision is outstanding.

Children play and rest in a bright, stimulating and child friendly environment. The premises are well organised to meet the needs of the children attending, with areas for sleeping, engaging in curriculum activities, and plenty of floor space for play. There is a separate area for younger children and plenty of space for all children to play together, especially with siblings. Children have named pegs for their belongings and there are bright attractive displays of the children's work around. Thus, children develop a sense of security and feel valued as a member of the nursery. The garden is well organised and is an extension of the indoor learning environment, offering children a wide range of interesting activities that cover all curriculum areas, as well as encouraging children's physical development and a positive attitude towards a healthy lifestyle. Children have access to a plentiful range of stimulating toys and equipment that support their development in all areas. These are all stored at low level to encourage the children to select those they wish to play with, hence, encouraging their confidence and independence.

Children play in safe premises, free from risks as staff implement a range of measures daily to promote safety and prevent accidents. For example, safety gates prevent access to the stairs and kitchen, sockets are covered, the premises are all secure with an alarm alerting staff of entry to the driveway. Children, therefore, move around the premises freely and play in safety. All fire precautions are in place, smoke alarms are tested frequently and the fire evacuation plan is practised with the children to ensure it is effective in keeping children safe in the event of a fire. Children learn how to keep themselves safe when using tools, for example, children say 'We need to be careful that we don't bang our thumb', and staff gently remind children of possible hazards.

The child protection policy is formally shared with parents and this means children's well-being is actively promoted. Staff have a thorough knowledge of child protection issues and the procedures to follow in the event of concerns, and this demonstrates their commitment to safeguarding the children in their care.

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

The provision is outstanding.

Younger children benefit from the stimulating range of activities that are offered to them and support their development in line with the Birth to three matters framework. They enjoy exploring their senses, painting their hands and making prints on the paper. Others use brushes and rollers to make marks on the paper and are engaged for a long time discovering the marks they can make and how the paint feels on their hands. Children confidently communicate using both verbal and non-verbal gestures and staff respond well to the children's needs, acknowledging them and helping develop their confidence through positive interaction and role modelling.

Children enter the nursery with confidence and settle quickly. They eagerly engage in activities and demonstrate motivation and enthusiasm, spending long periods engaged in self-chosen tasks. For example, when painting at the easel they talk about their pictures with staff and peers, and when playing in the shop they utilise the resources to develop their own story lines. Children demonstrate a sense of belonging in the group, as they eagerly join in and help tidy away the toys after playing outside and are extremely aware of the routines of the group. They are extremely happy and settled in the care of the staff and confidently suggest songs to sing whilst waiting for breakfast. They form secure bonds with the warm and caring staff, and readily

approach them for assistance, for example, to request more paint. Children develop positive relationships with peers, and they play extremely well together co-operatively, for example, outside engaged in physical play and indoors on the computer. Children show pride in their achievements, sharing these with peers, for example, 'Look at my sand cake'. Other children compliment and share the achievements of others within the group, for example, when tasting a new vegetable for the first time. Children sit quietly and concentrate well when appropriate, for example, during story time and when singing songs together.

## Nursery Education

The quality of teaching and learning is outstanding. Two regular staff work with the funded children and they are both highly experienced, well motivated and well qualified. They have an excellent knowledge of the Foundation Stage curriculum and how children learn through fun, practical and everyday experiences. They interact with and question the children well during activities to encourage their thinking and learning, ensuring they develop a positive attitude towards participating in new experiences. The environment enables children to flourish and develop their own interests, with staff facilitating their play with expertise and being flexible within their planning.

Staff know the children in their care extremely well and their progress towards the early learning goals in each area of learning. Staff record children's achievements using the Building Blocks system and support these entries with examples of the children's work and with detailed observations of them engaged in focus activities, as well as during spontaneous play. These are used to help each individual child move forward on to the next stage in their learning. Hence, a portfolio of each child's progress during their time in the nursery is created.

Children speak with confidence and converse freely with staff and peers, during role play, snack and lunch time and during activities. They develop good listening skills as they take turns in conversation and respond to simple instructions. Children readily make marks, draw pictures and give meaning to them. They write their names independently, with older children putting letter sounds together to make words. Children enjoy listening to stories and confidently recall the main events, for example, 'The rabbit turns pink and isn't smiling anymore.' Children use language to describe shape and size, for example, when they make a circle one child says 'This is a big, big circle' and when trying on a necklace, one child says 'This is too long for me'. Children frequently engage in activities that help them develop awareness of counting and number and in solving simple problems. For example, counting the plates at snack time, finding the right number of cups for the number of children at the table, paying for their snack with real money and stacking chairs in colour pattern order, i.e. red, blue.

Children confidently operate simple equipment, taking photographs with the digital camera and printing out their pictures. They have frequent opportunities to observe change over time, as they grow plants and flowers and watch the changes that happen. Children have frequent opportunities to use computer programmes independently and regularly explore a wide range of materials, including natural materials. Children readily engage in role play, going to the shop to buy items, and engaging in play based on first hand experiences. For example, getting the keys and saying to their peers, 'Here you are Dad, I've found your keys'. Children use objects to represent others, for example, taking a phone with an aerial and saying 'I am going to shoot the stars', when pointing it up at the sky. Children paint and make lines and circles on paper, with more able children painting figures, with arms, legs and faces with features on. They eagerly talk about their creations, for example, one child says his painting is 'A rocket with people in'. Children have frequent opportunities to paint, draw, and make collages and models

using the materials they wish to represent their own ideas, for example, using a big box to make a boat. They enthusiastically join in with singing and sing solos in front of the group.

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

The provision is outstanding.

Children are valued and respected by the consistent staff team who know them and their individual needs extremely well. Children's self-esteem is, therefore, well promoted. Children are encouraged to develop close bonds with their siblings, as they regularly meet up throughout the day both to play and to share meals. Children with learning disabilities have their development well supported in the group. The nursery staff work closely with other agencies when required and monitor progress effectively.

Children's spiritual, social, cultural and moral development is fostered. Children frequently participate in practical activities that help them learn about and develop respect for the lives of others. For example, during a recent 'Indian Day', children dressed up in Saris, listened and danced to Indian music, and made and tasted Indian food. They recently celebrated Queen Beatrice's Birthday in a traditional Dutch celebration, where they hung ginger cake on the washing line and ate it with their hands behind their backs. Children frequently observe the natural environment, and visit local places including the farm to learn about the animals.

Children's behaviour is exemplary. Staff are excellent role models for the children and use sensitive and age appropriate methods for managing their behaviour. They work consistently to ensure children learn right from wrong and to encourage them to develop respect for others. Children receive frequent praise for their achievements, as well as their acts of kindness towards peers. Children, therefore, share and take turns in their play and are polite and considerate to others.

Partnership with parents is outstanding. Children benefit from the positive partnership with parents regarding their care needs as they have their routines respected and catered for and are cared for in line with parents' wishes. Children, therefore, receive continuity of care as staff observe and adapt to their individual routines and stages of development, for example, potty training and sleep times. Parents receive detailed information regarding the nursery's policies and procedures, as well as the curriculum implemented. They are kept up to date with the current theme for learning through newsletters and the excellent communication between staff and parents mean they are very aware of the activities their children participate in daily. Parents are able to view their child's assessment records at any time and have formal opportunities to discuss their progress and share their children's achievements outside of the group. Parents are involved in their child's learning through bringing items into the group and by attending garden parties, where they join in various activities with their children.

### **Organisation**

The organisation is outstanding.

Overall the provision meets the needs of the range of children for whom it provides.

Children are cared for by suitable, consistent, experienced and well qualified staff, who are committed to offering the children high quality care and education. They regularly attend training to support their professional development, and the manager has just gained Early Years Professionals Status. Children, therefore, have access to new experiences which enhances their learning opportunities considerably. Staff maintain the correct adult to child ratios and this

ensures children receive good adult support with staff spending quality time playing and interacting with the children, enabling them to know their individual needs thoroughly. Children are extremely at ease in the relaxed environment, where they demonstrate high levels of confidence and security in the care of the staff.

All required documentation is kept on premises, stored securely and is readily available for inspection. Policies and procedures are consistently implemented in a way that promotes the children's welfare, care and learning. All necessary consents have been gained from parents regarding the routines and activities their children are able to participate in, protecting the children's well-being.

Leadership and management is outstanding. The small, highly motivated and committed staff team work alongside one another with respect and share all responsibilities of the group, including planning. The professionalism of the manager ensures staff have access to ongoing training and development, enabling them to implement new and exciting ideas into the nursery, hence, offering the children new learning experiences. Staff continually reflect on their practice, making any adjustments to improve curriculum delivery to provide children with a high quality educational programme, where they have access to all six areas of learning.

### **Improvements since the last inspection**

At the last inspection the setting agreed to ensure nappy changing arrangements respect children's privacy and to ensure parents sign to acknowledge medication administered to their children. They also agreed to develop children's independence in selecting and using resources for design and construction and for free collage.

There is now a screen in the upstairs play room that the children have decorated and this is used to give the children privacy when they are being changed. A new medicine form has been devised and this includes a space for the parents to sign when medication has been administered to their children, hence protecting the children's health.

Children now have regular opportunities to construct and build models using a wide range of materials to represent their own ideas. Free collage is promoted and children are able to select from a range of materials. This helps the children's free creativity.

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

Since 1st April 2004 there have been no complaints made to Ofsted that has 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)