

Anouska's Kids Club

Inspection report for early years provision

Unique Reference Number	EY290408
Inspection date	29 June 2007
Inspector	Tina Kelly
Setting Address	The Grove, Chandlers Cross, Rickmansworth, Hertfordshire, WD3 4TG
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Registered person	Ralph Trustees Limited
Type of inspection	Integrated
Type of care	Full day care, Crèche

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 outstanding. 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?

Anouska's Kids Club opened in 2004, it operates from a building that has been purpose built to accommodate the children's activities provided by The Grove Hotel in Chandlers Cross, near Watford in Hertfordshire.

The full day care provision is used by children whose parents work in the hotel, spa and golfing complex. The crèche places are used by guests at the hotel or day members using the spa and golfing facilities.

A maximum of 65 children may attend at any one time. Both full day care and crèche children are cared for in four, age related home rooms. The day care provision is open weekdays from 07.30 until 19.00. The crèche registration caters for children during the week and weekends between 09.00 until 17.00. All children have access to a secure outside play area and regularly use the hotel grounds including the nearby 'beach', park and woodland areas.

There are currently 22 on roll in the nursery, of these four are in receipt of nursery funding. The number of children attending the crèche varies from day to day. The setting supports

several children who are bilingual, appropriate strategies are in place to support children with learning difficulties and physical disabilities.

The nursery manager is supported by a deputy and a team of 11 staff. Of these one is working towards a level five certificate, one is working towards level four, nine hold qualifications of level three and two members of staff are working towards level two certificates.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because staff follow highly effective procedures to monitor and maintain their health and well-being. The exceptional support and guidance from staff ensures the children have growing understanding of how their daily routines promote good health. Children have opportunities to clean their teeth after their lunch, they know they need to wash their hands before snack time, after using the cloakroom and following paint or glue activities. The older children are confident in carrying out these tasks, showing staff and visitors how clean their hands are and how nice they smell after using the soap.

Children greatly benefit from a well balanced, nutritious and healthy diet. All meals are planned by the hotel chef and catering department. Hot meals are bought over to the nursery site in temperature controlled cabinets, these are monitored and the detail is signed by senior staff to ensure the food is kept at the appropriate temperature and does not spoil. Strict hygiene procedures are adhered to for the storage and preparation of babies formula feeds. This ensures individual needs are met, cross infection is minimised as all utensils are sterilised and babies have their own named bottles. Children learn about foods that are good for them through a range of well planned themes and topics, they grow cabbage and lettuce in pots in the nursery garden. They are taken to the large walled gardens within the grounds where professional gardeners grow vegetables and fruit for the hotel kitchens. They share their experiences with the children to extend the children's understanding of how food is produced.

Pictures of the children's favourite foods have been developed into a bright and interesting collage which is displayed above the snack table. Children are able to access drinks and healthy snacks such as bread sticks and fruit throughout the day, they pour their own drinks and discuss with staff the contents of their snack to make sure they are still hungry at lunch time. Alongside the self service snack a regular mid morning break provides children with opportunities to talk about their likes and dislikes and share their ideas about lunch time treats such as garlic bread and corn on the cob. Parents are fully informed about the children's diet and snack foods, menus with vegetarian and cultural options are on display in the nursery.

Good practice is monitored and promoted as all staff have an excellent understanding of maintaining a very high standard of hygiene and cleanliness. In house training as part of the induction process covers health and safety and food hygiene which ensures children are cared for in a clean and very well-maintained environment. Comprehensive and detailed policies support staff in their working practice. For example a member of staff is responsible for reviewing and maintaining the first aid box contents and ensuring staff record accurate detail, report incidents correctly and that parents sign accident and incident records to ensure children's well-being is maintained at all times.

Children explore, test and extend their skills to a high degree both indoors and outside. They make excellent progress in their physical development and their self-confidence as they move with control and coordination. Within the home rooms they move freely to songs and action rhymes. The spacious outside play area is covered with impact absorbent safety surface alongside grassed areas. This offers an exceptional environment for children to extend and adapt their physical abilities safely. A large adventure play structure provides excellent opportunities for children to develop more unusual skills, they use poles to slide down, ropes to climb as well as ladders and ramps to practise their large motor skills. Trips out across the extensive hotel grounds enable children to run and explore in a well managed setting. When they are taken to the 'beach' which has been set within the hotel grounds they play volley ball, they bounce and play around on the soft sand and are learning to use hopper balls

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a very secure and well managed environment. Their safety is of high priority in both the nursery and when they are taken out in the hotel grounds. The in-house security and alarm systems protect the children as they are taken on walks across the extensive hotel grounds, open fields, to the lakeside areas and on woodland walks. Staff are vigilant in reporting any concerns to the security team who include the nursery and surrounding areas in their responsibilities.

Staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits. Children are effectively involved in organising their own environment, they have easy access to an extensive range of very good quality resources that encourage independence and free play. Staff extend the children's understanding of their own safety as they ask if they have enough room, if they need to move chairs, cushions and mats to 'make room' for the floor play games without impacting on the other children's play space. Well-practised routines promote the children's understanding of their own safety when going out of the nursery. Before leaving they line up to give their names which are recorded in the outings book and take responsibility for carrying the first aid kit and register. This is done in a serious manner, children explain they must stay together so they do not get lost. When walking out in the grounds they are becoming aware of road safety as they discuss areas where it is safe to cross and learn to watch out for cars and golf buggies.

Children are well protected by staff who have a comprehensive knowledge of child protection issues. Robust recruitment and a thorough induction process ensures that all staff are fully aware of their responsibility to the children's well-being at all times. In-house training is routinely planned for the whole staff team to attend child protection sessions provided by the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy as they come into the setting and settle quickly to their chosen activities. The layout of the rooms and play provision is well planned and provides all children with stimulating resources and activities that extend and develop all areas of their early learning skills. Children are cared for in age and stage related care rooms. They are able to join with other children at various times of the day, to socialise and develop their confidence in a safe and stimulating environment.

Staff working with the younger children have a sound understanding of the 'Birth to three matters' framework. They plan activities and keep records of achievements which are monitored to ensure they build on the young children's experiences and their developing skills. Activities are well presented, staff take time to prepare resources to make them inviting for the children. Children enjoy enthusiastic story telling and singing sessions where staff become fully involved in expressive action rhymes, singing and dancing. Children watch and gradually join in the fun. Topics and themes such as 'animals' are planned for the whole nursery. In the young children's rooms these are adapted to incorporate puppets and larger resources they can handle safely.

Nursery Education

The quality of teaching and learning is good. Children have a very positive attitude to learning, they are keen to take part in new experiences and to practise their existing skills. Staff have a good understanding of the Foundation Stage, they work closely with a qualified teacher to plan, adapt and present a varied and comprehensive curriculum based on the stepping stones and the early learning goals. Staff use exciting and stimulating teaching methods, they have a good understanding of how children learn. In depth systems for observation and recording children's achievements are in place. However, records are not clear on the starting points of these children, their progress is not evaluated as they leave the younger care rooms so staff are not fully informed about the children's individual skills as they move through the Foundation Stage. The records are not always filed by date, some documents are not named or dated this means that it is not easy to follow children's progress to identify areas that need additional support or to plan their future learning. Staff are good role models, they work with the children at all times to extend their language and comprehension so they are confident and able to adapt to new experiences. Children learn in a variety of styles, they may have one to one support for more complex mark making and mathematical activities. They learn to share resources in small groups and to negotiate and to take turns in larger group activities.

Children are confident as they talk to each other and to adults, sharing experiences both from their time at nursery and from home. They are able to refer to previous events such as a visit by the fire service as books have been developed from photographs which have been laminated. Simple words have been added to the picture to act as a reminder of exciting activities that the children have taken part in. Staff prompt discussion around the shapes of letters and sounds linked to the children's names, they spell out the letters for children to write their names on their paintings and drawings. Children have opportunities for mark making in every day play and in planned activities. When discussing the theme of 'animals' children are encouraged to draw and show the letters that they have talked about on a large white board. This activity promoted discussion around the similarities and differences between the children's features and a monkey. They show great delight as they stand up in the small group, chose a coloured pen and draw large pictures that can be adapted and rubbed out if they are not quite right. Children are reminded to look at the huge collage of the jungle on the wall to decide where the monkeys live, how many there are and who made them. The whole activity provided children with opportunities to recall which pieces of the collage belonged to them, the different days they had worked on their sticking activities and how they had made the trees 'real' by adding sand to the paint mixture.

Children's mathematical language and thinking is developed through activities both planned and spontaneous. They are asked to count how many children will be staying to lunch, they take into account children that have not yet arrived and to adjust the number of chairs that are needed. Staff support the children in their counting and reinforce their learning, they explain clearly what is expected of them and encourage children to think for themselves. Children have

opportunities in their very day play to extend their understanding of technology such as using tills and telephones. They have use of computer and show a growing skill in handling the mouse with their pictures printed out to show they can create and recognise different shapes and patterns.

Children enjoy their time at the nursery, they thrive in a well supported and challenging environment. They are making good progress in all areas of learning and personal development. The flexibility of the plans was highlighted when children found a feather in the garden. After much discussion the children were taken to the lake area to see the ducks as none of the children knew that feathers are found on birds. Their understanding and the concept of the physical make up of a bird was developed and extended. The children bought back more feathers to add to the collage of animals they were working on.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed into the nursery and greeted by name by both the manager and room staff. They are valued and respected with important family events discussed and shared in general conversation at snack and social times. The older children express themselves with great detail as they talk about their friends and siblings who are also cared for in the nursery. They show concern for living things as they know that the flowers and vegetables planted in the garden will not grow if they do not water them every day. They show great care when the nursery hamster is brought out, they talk about his healthy diet and how much he likes raw vegetables. They show great concern for his well-being which is reinforced as the children make plans with their parent to enable them to take him home at the weekend. Children are beginning to appreciate the customs and cultures of others through festivals and project work. They have access to a range of resources and materials which reflect the wider world.

The children's behaviour is exemplary. Children are polite, when developing their own play and creative ideas they consistently use please and thank you within their peer group. They have a growing respect for others and have learned that if they are kind to others they will respond in a positive manner, they share and take turns in a calm and positive way. They show a very good understanding as they talk through their actions 'this one is for you and this one for me' as they serve the yogurts after lunch.

Staff are very good role models, they have high expectations and set consistent boundaries which they also adhere to, sitting and eating meals and snacks with the children reinforces good manners and social skills. The nursery has a positive approach to equal opportunities, children with learning difficulties and physical disabilities. A Senco (special educational needs co-ordinator) takes responsibility to ensure all children are included and reach their full potential. Staff are knowledgeable about the children's individual characteristics, they work with parents to ensure the children have every opportunity to develop new skills and grow in confidence.

An excellent partnership with parents contributes significantly to the children's well-being in the nursery. Regular parent evenings ensures they are fully informed about their children's routines and progress. A regular newsletter provides up to date detail about the day to day issues and events. The newsletter is translated into home languages to ensure all families are included and can join in with the frequent fundraising and social events that are an important part of life within the nursery. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. The nursery provides extensive information outlining the different aspects of the early learning goals which enables parents to be fully involved in their children's learning. Plans of activities, themes and topics are displayed around the nursery and pre-school room outlining the day to day opportunities that are provided for the children. However the information for new parents and those of children moving up into the pre-school room does not inform them of the commitment the nursery has to providing comprehensive early years education in line with the Foundation Stage curriculum and the registration and inspection by Ofsted.

Organisation

The organisation is outstanding.

Senior staff work closely with management within the hotel to provide a high quality and comprehensive care and learning experience for all children. Knowledgeable and experienced staff understand and follow the setting's policies and procedures which promote children's well-being and supports them in all areas of their developing early years skills. The nursery operations policy is readily available for staff to refer to in the office, this contains day to day procedures and routines for the smooth every day running of the nursery. Staff are directed to the full policy documents if they need to refer to the documents in more detail.

A robust and thorough recruitment process is managed by the hotel's Human Resources department. All nursery staff complete a comprehensive induction programme which includes many aspects of the work carried out in the hotel, such as fire and emergency evacuations, health and safety, food hygiene and customer care which ensures they provide a professional and comprehensive service for parents and guests at the hotel.

Nursery Education

The leadership and management are good. The members of staff responsible for the nursery education work exceptionally well together in the planning and implementation of the imaginative and interesting curriculum. The planning for children's learning is well thought through with a range of exciting and stimulating opportunities which encompass all areas of the nursery building and surrounding grounds. Records of children's achievements, comprehensive observations, photographs of children taking part in activities is documented in great detail.

Staff consistently review the nurseries early years education programme with support from a qualified teacher who supports them through the Hertfordshire Early Years Partnership. The staff team have a strong commitment to training. There is a process in place to enable staff attending courses to feed back and share their experiences with their colleagues. The training co-ordinator identifies training needs, liaises with the manager to book local authority courses or to book trainers for in-house training opportunities. A comprehensive matrix records staff experiences, training booked and options for the future. This practice ensure all staff are encouraged to extend their professional development and share their experiences which ensures the highly qualified staff team provide and inclusive environment where every child matters.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the time of the last inspection the provision was given two recommendations: to review the child protection policy to include procedures if allegations are made against staff and develop staff's awareness and knowledge of child protection issues and to ensure that all records related to day care and crèche care are in place, this refers to written risk assessments, parental written permission for the administration of medications and for seeking emergency aid and ensuring recordings of any accidents are signed by parents.

Children are protected as the nursery has developed policies and procedures to deal with allegations against a member of staff and regular in-house training is provided to ensure all staff are fully aware of child protection issues. Records are now in place to monitor the safety of the children with regards to medication, emergency procedures and to ensure parents are kept fully informed. Children's well-being is monitored and maintained as the recommendations have been met in full.

Complaints since the last inspection

Since the last inspection 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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The quality and standards of the nursery education are good.

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

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's records are named, dated and show starting points and progression
- review information for parents to ensure they are fully informed about the nursery education provided and the registration and inspection by Ofsted

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