

Country Kids Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY251062 |
| Inspection date | 21 May 2007 |
| Inspector | Patricia Dawes |
| Setting Address | House on Hill, Offoxey Road, Bishops Wood, Staffs, ST19 9AP |
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| Registered person | Jane Angela Frisby |
| 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 good. 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?

Country Kids Day Nursery is a privately owned provision and opened in 2003 under its present ownership. It operates from four classrooms in a self-contained extension to a private house, which is located in Bishops Wood on the Shropshire/Staffordshire border. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from six months to under five years on roll. Of these, seven children receive funding for early education. Children come from a wide catchment area, as most of their parents travel in to work on or around the surrounding towns. The nursery has appropriate systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs nine members of staff. All of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, comfortable and welcoming environment where their individual needs are efficiently met. Clear, effective procedures for sick and infectious children help to prevent the spread of infection and keep children healthy. Thorough procedures for nappy changing are in place as staff uses disposable gloves and aprons to help prevent cross contamination and infection. Most children demonstrate they are familiar with the daily routines and are aware of why they must wash their hands before eating snacks and meals; however staff are not consistently pro-active in their approach to remind older children after using the toilet or playing with messy activities. This has the potential to compromise children's well-being.

Children enjoy a varied menu as staff ensures individual dietary needs are addressed in order to maintain children's welfare and respect parents' wishes. They have access to drinking water and enjoy fresh fruit, sandwiches and vegetables at snack time. Lunch meals are freshly prepared on site which are well balanced and take account of the individual and cultural needs of all children. Older children learn about healthy foods through discussion and activities. For example, children know milk is good for their teeth and bones.

Children benefit from effective, planned daily routines, which allow time for exploring, testing and developing physical control. Staff has good understanding of each child's stage of development, which means younger children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. For example, babies are thrilled as they successfully master walking or climb onto a small seesaw with adult help. Older children develop a positive attitude to physical exercise as they rise to the challenges of a versatile range of activities, such as, climbing on the outdoor frame, negotiating tunnels or tackling a slope on wheeled toys. All of which they complete enthusiastically. Children know when they need a drink, sleep or a rest and are developing a positive attitude to exercise and maintaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a safe and secure environment in which to play and learn. Security of the premises is good and there are effective procedures for the collection of children to ensure that their welfare is safeguarded. Written risk assessments are completed which ensures hazards are effectively identified and minimised. Staff have a pro-active approach of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. This allows children to learn some sense of danger and knowledge about how to protect them from harm.

Children use high quality equipment appropriate to their age and stage of development. All toys and equipment are thoroughly checked and cleaned to ensure they meet safety standards. Resources are well-organised with the children's needs in mind. For example, babies freely and safely crawl outdoors pulling themselves up to access sand and water play. All children have equal access to resources that are not restricted. Children learn about safe practices as adults explain about group rules. They know and comply with safety and care routines including practising regular fire safety routines.

Children are protected by staff are pro-active in their approach and good understanding of child protection and give good priority to children's welfare. Comprehensive, effective policies and procedures are in place which promotes children's safety and well-being. Staff are aware of child protection issues, understands their role and responsibilities and are able to put appropriate procedures into practice where necessary which ensure children are cared for effectively.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All areas of children's development are significantly enhanced by the high quality staff interaction. Staff are very capable, skilled and demonstrates a good understanding of the early year's 'Birth to three matters' framework that enables them to provide a professional quality of care and education. Experienced staff makes good role models, support new, and less experienced staff well. Younger children enjoy their time in the nursery. All arrive happy and eager to participate. Staff recognises the uniqueness of each child and are sensitive towards their individual needs. For example, a few children have recently moved into new rooms, all have settled very quickly. This demonstrates children individual progress and overall development is well supported.

Staff have a very good understanding of how to motivate children and adapt activities. Babies explore and discover through an excellent range of planned activities such as play with shape sorters, treasure baskets, musical toys, soft toys and activity centres. Toddlers enjoy outdoor play, dressing-up, painting, story time and exploring with paint, dough, sand and water. This helps children represent their experiences, feelings and ideas in a variety of ways. Close and caring relationships help promote children's sense of trust and self-esteem. They make contact with adults and happily gain their attention. Children communication skills are actively promoted as staff listen to and respond positively to their questions. This means they are confident to try new experiences and achieve extremely well overall.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff's sound knowledge of the Foundation Stage and their consolidation of teaching skills provide children with an interesting and appropriate range of practical activities to help them learn. Key workers know their children well and have knowledge of methods best suited to individual children. There is a good range of equipment and staff use this well to support children's progress in most areas of learning. Most activities are managed well and children that are more able are interested, absorbed, and aware of the daily routine. Occasionally, some adult-led activities fail to sustain less able children's interest. This has the potential to impact on some children's progress. There are currently no children with special educational needs or who use English as an additional language attending the nursery, although there are effective systems in place to provide good support and inclusion. Systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning need developing.

Children are benefiting from the good relationships with the staff and each other. They work well together; readily help the staff and each other to clear away activities and help plan the room for the next activity. In the main, they behave well in response to the high expectations and sensitive support of staff. Children speak clearly and confidently with each other, and listen to stories and enjoy singing a variety of songs. More able children write their own names and recognise letters and labels. Less able children are making attempts at writing and mark making.

Children gain confidence and respond enthusiastically during number rhymes. Most children are able to recognise numbers one to 10, more able children have increasing knowledge of higher numbers. They are beginning to use mathematical vocabulary such as big and small, full empty while playing in water. Opportunities to extend children's skills in early calculation and problem solving through daily routines are understood by staff; however, these are not used well in daily practice. Children demonstrate that they understand quantity, measuring and calculating as they discuss baking cakes during role play.

Children gain knowledge of the environment as they enjoy regular walks in the community to feed the horses. They have regular opportunities to investigate growing things and use natural materials through planned practical activities such as growing fruit seeds. Children have increasing awareness of varied objects, materials and technology as they learn to use simple programs on the computer, and independently build and construct with a range of material to create their own models. They learn about other cultures and beliefs as they enjoy celebrating different festivals throughout the year such as St Patrick's Day, Easter, Halloween and Chinese New Year. Regular visits from the local mobile library and visiting French teacher help to develop a sense of community and the wider world.

Children are developing an understanding of personal hygiene and healthy eating, and beginning to recognise the changes that happen to their bodies when they are active as they return to the room from outdoor play for a drink. Daily use of the outdoor areas helps children develop their physical skills and co-ordination as they play on large equipment, wheeled toys and use outside activity equipment proficiently. They are developing an awareness of space and safety as they negotiate furniture, equipment and each other safely both indoors and outdoors.

Children demonstrates their increasing skill and confidence when they independently use small and large tools and equipment. They are able to express themselves using play dough, sand and water play and exploring different textures during painting or gluing activities. Children are beginning to use their imagination and develop an interest in music as they regularly take part in singing nursery rhymes, playing musical instruments, and music and movement sessions.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality. Staff have high expectations and set realistic boundaries as they gently reminder children to care for their environment; the nursery resources and each other. This helps children to learn to negotiate with others; take responsibility for their own behaviour and develop a sense of right and wrong.

Children have good opportunities to learn about themselves, each other and the world around them through imaginatively planned activities and the use of good quality resources. which they access freely. Children's spiritual, moral, social and cultural development is fostered.

A good partnership with parents contributes to the children's well-being in the nursery. Staff actively seeks parents' views about their children's needs and interests before the child starts at the setting, and on a regular basis through the use of daily diary's. Staff ensure that all parents know how their children are progressing and developing. These all contribute well to children's good health, safety, development and learning.

Partnership with parents and carers of children in receipt of nursery funding is good. Staff have adequate systems in place for sharing information with parents to meet their child's individual needs. Parents receive detailed information on the educational programme. They are invited to become actively involved in providing resources for their children and have open access to regular written developmental reports. Parents are given ideas to help with their child's learning at home through regular newsletters and invitations as staff values their contributions to improve practice. This enhances all areas of the children's development and learning.

Organisation

The organisation is good.

Rigorous and robust recruitment procedures are in place that ensures staff are appropriately qualified and vetted. Staffing ratios are appropriately maintained. Good induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. Staff are motivated and committed to improve and develop their knowledge and practice through regular and ongoing training.

Children benefit from a warm and caring environment where they are happy, comfortable and settled. The premises are well-organised as indoor and outdoor space is laid out to maximise play opportunities for children. Children spend their time purposefully. Effectively organised routine and a varied programme of activities ensures their individual needs are met.

Comprehensive policies and procedures are in place and have a positive impact on children's safety and well-being. Documentation is effectively maintained and there are clear systems in place for recording medication and attendance. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution

The leadership and management is good. Children benefits from a committed staff team who show a strong commitment to continuous improve and develop their practice. High staffing levels allows staff to be deployed appropriately meeting the individual needs of children. Management and staff regularly reflect, monitor and improve the quality of their care and education through working with the Early Years Development Team.

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

Improvements since the last inspection

Since the previous care inspection, the person in charge has made improvements to maintaining appropriate staffing ratios and the systems of registration of children and staff. High or low chairs used by babies and young children now have appropriate safety harnesses which staff use and documentation to support the nursery's adherence to Environmental Health regulations is readily available. This all has a positive impact on children's safety and well-being.

Considerations from the previous nursery education inspection have yet to be sufficiently well-addressed and have been raised again at this inspection.

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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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 good hygiene practices are consistently promoted in order to reduce the risk of cross infection.

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):

- continue to develop staff's understanding of how daily routine activities and child-initiated and adult-led activities can be used as learning opportunities
- continue to develop the system for recording of observations and evaluations of activities to inform future planning for the next step in each child's development and progress and use this information to assist in setting appropriate levels of challenge for more able children.

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