

Care 4 Kids Ltd

Inspection report for early years provision

Unique Reference Number	EY222802
Inspection date	10 May 2007
Inspector	Christine Fraser Turner
Setting Address	Rainbow House, Agnes Street, Blackburn, Lancashire, BB2 2NR
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Registered person	Care 4 Kids Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Care 4 Kids Ltd. is registered to provide full day care and out of school care for 85 children aged from birth to under eight years of age. The provision also offers care to children over 8 years of age. The provision is owned by Care 4 Kids Ltd. It opened in 2002 and operates from a two storey, detached building with on-site parking. It is situated in the Mill Hill Ward in Blackburn. It is open each week day from 07.30 until 18.00 and offers full day care, holiday care, before and after school care. Additional early bird and twilight sessions may be booked in advance. The provision closes for one week at Christmas. All children have access to two secure, enclosed play areas.

There are currently 65 children from birth to under five on roll who attend the nursery and 30 children, including children over eight who attend the out of school care. Of the 65 children attending nursery, 14 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 21 staff. There are 14 staff, including the manager, who hold appropriate early years qualifications. There are two staff are working towards a relevant early years qualification. The nursery works with the local authority.

Care 4 Kids Ltd. has been awarded Investors in People which was renewed in 2006.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection and are well taken care of if they have an accident or become ill because practitioners follow current and appropriate health and hygiene guidelines, policies and procedures. Parents receive written information on the setting's illness policy, including exclusion periods for communicable diseases, in the parent's policy booklet.

Most children follow simple good hygiene procedures. However, not all children attending the out of school club wash their hands before eating in the afternoon. Children learn how to take good care of their teeth through visits from the oral health team and the provision of tooth brushes. The provision has achieved the 'Smiling for Life' award again. Children are well nourished through the provision of healthy snacks and meals for children. Children in the out of school club know which foods are 'good for you' and which foods are 'bad for you' and have created a display of these foods. Children's dietary and medical needs are met well because staff work well with parents.

Children are able to sleep and rest according to their individual needs. Children have their own bedding, which is stored in clearly labelled individual bags. However, the current arrangements for children sleeping on mattresses in the upstairs room does not have sufficient space between the mattresses for staff to move freely to offer appropriate support to individual children.

Physical activity is enjoyed both in and out of doors. Children have planned access to fresh air each day provided the weather is not too wet. They move freely in the garden and learn to ride bicycles. They learn to climb as they use the slide. Staff set challenges for the children as they set up obstacle courses. Staff provide alternative physical activities indoors, such as dancing or parachute games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in welcoming, secure, safe indoor and outdoor environment. Information for parents is readily displayed in the entrance hall, for example, menus, photographs of the staff and a good selection of photographs showing what children do both in the nursery and when on outings. Children use good quality, safe, suitable equipment which is checked for safety and cleaned regularly.

Children's safety is given a high priority and staff ensure that all the risk assessments are fully implemented. Children learn to keep themselves safe when near roads through visits from staff from the road safety unit who help children become familiar with road signs. They practise their skills, using the resources loaned from the unit, on the nursery roadway.

Children are safeguarded because staff have a good understanding of their role in child protection and are able to put appropriate procedures into practice when necessary. Child protection policies are reviewed and updated; the last review was November 2006.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are happy in the setting. They are encouraged to become independent and make their own choices for play through the provision of continuous play. Children are involved in a broad range of well planned activities and interesting outings. They benefit from staff confidently using the 'Birth to three matters' framework for children under three to fully meet their needs. They enjoy using paint, sand, water, building with bricks, role play areas and dressing up. However, during the inspection, when the first group of children arrived at the after school club there were no activities readily available to them as they waited for the other children to arrive. Children relate well to each other as they play alongside each other. Children attending the out of school club stated that they enjoy the pool table and using the computers.

Nursery Education

The quality of teaching and learning is satisfactory. Children benefit from staff's satisfactory knowledge of the Foundation Stage. They benefit from appropriately planned areas where children are able to access resources easily. For example, books are easily accessible to children and writing materials in the mark making area, however, writing is not available in any other areas, such as the role play area. Some children benefit from staff using what they already know a child can do because staff use the information gathered by staff as children progress through the nursery, however, staff do not do this when children join the pre-school group directly from home.

All staff are involved in planning activities for children but do not yet use their observations to inform the planning. Children benefit from staff differentiating for individual children's needs although it is not written into the planning because they know them well. Focus plans have clear learning objectives but do not show any differentiation for children at various stages of development.

Children make positive relationships with each other and concentrate well on self-chosen activities. They are encouraged to be independent and are able to put on their own coats for outdoor play. They speak confidently to each other as they share their ideas with other people. They use the mark making area independently and are encouraged to write their own names on their drawings. Children are learning to count as they listen to stories that include numbers; they are beginning to recognise two dimensional shapes.

They learn about things that grow as they watch tadpoles develop into frogs and staff share a book on the life cycle of the frog with the children who show interest in the tadpoles. Children use the washing machine in the home corner to wash clothes putting washing powder in appropriately. They are encouraged to think about the natural world as they examine shells in the sand and talk about finding shells on the beach.

Children explore colour, texture, shape and form in two and three dimensions. They create models using play dough, paint freely on the easel and enjoying the feel of shaving foam. They develop their fine motor skill as they use scissors and use tools as they model the dough.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work effectively with parents to meet children's individual needs and ensure that they are fully included in the life of the setting. The detailed induction procedure for individual children ensures that they settle well. Children have a sense of belonging as they find their photograph on their own peg where they hang up their coat. They learn about the local community through regular outings, for example, trips to the local park and the library.

Children learn to share, for example, when using the dough one child said 'we share, don't we', this was overheard by a member of staff who praised the child and re-affirmed that 'we do share with each other'. Children behave well in the setting and staff act as positive role models for children. The clear, positive, behaviour management policy ensures that all staff have the same understanding of the setting's policy.

Children benefit from activities and resources that help them to value diversity. They learn about other people's festivals as well as their own. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. All parents receive a detailed policy booklet and receive feedback on their child's day through a daily information sheet or verbally. A clear complaints procedure is in place. Parents and carers of children who receive nursery education are informed on the six areas of learning in the Foundation Stage through written information and displays on the wall. Staff ensure that parents and carers of children receiving nursery education are meaningfully involved in their child's learning. For example, through sending home books that parents share with their child, parents offer their comments on how their child enjoyed it through written feedback. Parents and carers meet with staff to discuss their child's progress but staff only plan individual children's next steps for learning with the parent if they request it. Parents receive a final report on their child which covers the six areas of learning contained in the Foundation Stage.

Organisation

The organisation is good.

Children benefit from good recruitment and vetting procedures that ensure children are well protected and cared for by staff with knowledge and understanding of child development. Staff have a clear sense of purpose and a strong commitment to continual improvement through training. The adult to child ratio positively supports children's care, learning and play. Good use of time, space and staff deployment contributes to children's health, safety, enjoyment, achievement and ability to take part in the setting. Policies and procedures are used effectively and work well in practice to promote children's health, safety and enjoyment in the setting. Record keeping systems are used well to meet children's needs.

The quality of leadership and management of the nursery education is good. An effective induction programme ensures that staff are clear about their role and responsibilities within the setting. Thorough staff appraisals are used to develop the staff team by identifying individual training needs. Children benefit from the manager's clear vision for nursery education. An appropriate system is in place to monitor the nursery education and staff are able to identify their current strengths and weaknesses for nursery education. Staff have identified that personal, social and emotional development is a strong feature of their nursery education programme

and have also identified the need to make links with the observations of the children to inform the planning.

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

Improvements since the last inspection

Care inspection

At the last inspection the provider agreed to implement social strategies between staff and children during snack and meal times in the baby room; keep Ofsted informed of significant events; make resources readily available to all of the children in the Tweenie room; use the written observations of what children can do to plan for the next stage of their development for children under three.

Babies now benefit from sitting as part of a social group when they are old enough to join in the nursery routine at snack and meal times. The provider keeps Ofsted informed of changes through letters. Children in the Tweenie room now have improved access to all resources through the removal of the cupboard doors. Staff use their written observations of children under three to discuss what needs to be included in the planning to promote individual children's development.

Education inspection

At the last inspection the provider agreed to improve staff knowledge of the early learning goals and how the programme for children's learning can be developed; develop systems for teaching so that all areas of the curriculum are covered effectively, behaviour is well managed and that there is sufficient challenge for all children.

Staff attended training to increase knowledge and understanding of the early goals and children now have a planned programme of activities through the development of a planning file. The responsibility for the implementation is completed by the room leader and supported by the manager. Children behave well as they are able to choose their own activities through continuous provision. Children's individual learning journals give a picture of children's progress but the system is difficult to use to plan for individual children's next steps. Staff are beginning to devise systems to complement the journal and enable them to monitor individual children's progress towards the early learning goals.

Complaints since the last inspection

Since 1 April 2004 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 that children attending the out of school club follow good hygiene procedures for hand washing
- improve the sleeping arrangements for children who sleep upstairs to ensure that there is sufficient space between the mattresses to enable staff to offer appropriate support to individual children
- ensure that children attending the out of school club in the afternoon have ready access to activities.

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):

- use the observations of children to inform the planning
- provide opportunities for children to mark make in the role play area
- continue to develop systems to monitor children's progress towards the early learning goals.

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