

# Kenton Park Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	319218
<b>Inspection date</b>	03 May 2007
<b>Inspector</b>	Janet Fairhurst
<b>Setting Address</b>	5 Kenton Park Centre, Kenton Road, Newcastle Upon Tyne, Tyne and Wear, NE3 4RU
<b>Telephone number</b>	0191 285 5020
<b>E-mail</b>	
<b>Registered person</b>	Choice Childcare Ltd.
<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 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?

Kenton Park Nursery School was established in 1992. It is one of two day nurseries owned by Choice Childcare Limited. The nursery is situated in a suburb of Newcastle and operates from a two-storey building within a small shopping precinct. The nursery is open from 08.00 until 17.45, Monday to Friday, all year round.

It offers a maximum of 58 places to children from birth to five years of age. There are currently 88 children on roll; 25 of these are in receipt of funding for nursery education. The nursery also receives qualified teacher support through the local authority.

There are 18 staff employed to work directly with the children, 14 of whom have an appropriate qualification in early years and childcare.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

The children learn about the importance of being healthy and good hygiene practices through consistent routines. For example, they are aware of washing their hands after visiting the toilet and before meals. Older children are increasingly independent when managing their personal toileting needs. Children are given clear explanations regarding how food hygiene stops the spread of germs. For example, younger children were stopped from sharing a spoon and staff sensitively explained why this was inappropriate. There are good procedures in place to sustain good levels of hygiene, such as staff wearing disposable gloves and aprons for nappy changing and meal times. However, the storage of babies' comforters occasionally results in babies accessing other babies' comforters. The majority of staff hold current first aid certificates which ensures the treatment of injuries are carried out appropriately.

Children begin to learn about healthy eating. They have good access to drinking water throughout the day. The range of food promotes healthy eating; food is varied, well presented and full of fresh ingredients which are grown in the nursery garden. The menu complies with all individual dietary needs to ensure that parental wishes are followed. Children under two are very well nourished; they benefit from the same nutritious menu as older children. They are independent in feeding themselves as all food is blended, pureed or chopped to individual requirements.

Children enjoy a good and wide range of outdoor activities which support and help to develop their physical skills. All children benefit from good access to activities that promote their large physical development, control and coordination. Older children have access to a well stocked outdoor play area, which benefits from focused play equipment to promote physical development. Children enjoy digging and planting fruit and vegetables and enthusiastically paint the paving stones and walls with water. Children move with control and coordination, they can successfully negotiate obstacles and move around the environment safely.

Children under three are beginning to benefit from the setting's adoption of the 'Birth to three matters' framework. Staff have attended training and implement the guidance into practice. Young children follow their own routines, supporting their individual rest and sleep needs. Children benefit from this sensitivity to their routine and are beginning to develop securely and confidently in a nurturing environment.

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

The provision is good.

Children are cared for in a safe and secure environment, minimising the risk of accidents. Staff supervise children well, so as to create a balance which allows children to move freely within the setting, whilst ensuring their well-being is maintained. They have a thorough understanding of health and safety procedures, which they implement effectively. Children show a growing understanding of how to keep themselves safe; they know that they must hold onto the banister when using the stairs and understand and accept safety rules, for example, no running indoors.

Children are kept safe from harm through good adult supervision and clear explanations of safety practice and procedures. Fire evacuation procedures are clearly displayed, known to all, and practised regularly. Staff conduct and record daily risk assessments of the building and

equipment, which ensures hazards are quickly identified and action taken. Children make independent choices about where and what they wish to engage in. They confidently select from a good range of age-appropriate, good quality play equipment. Children can independently access this equipment as it is stored and mainly displayed at child height in easily accessible storage units. Children under two have good opportunities to choose their activities in a safe environment closely monitored by the staff.

Children's welfare is well supported through good child protection policies, based on the Local Safeguarding Children Board. Staff receive regular training in child protection and are fully aware of the types of abuse, the signs to look out for and the procedures to follow if they have any concerns.

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

The provision is good.

Children are happy and enjoy their time at the nursery. They are greeted warmly by staff as they arrive, which creates a sense of belonging and security. Children are developing early communication skills, as staff warmly interact with them through play and everyday activities, such as nappy changing and feeding. Staff effectively use the 'Birth to three matters' framework when planning activities for children under three years. This helps them to ensure that all areas of children's development are being considered. Staff are beginning to take observations and record children's achievements, which are used to influence the programme of activities offered.

Children are developing good independence during their play as the emphasis during the session is for them to choose what they want to do and play by themselves or with others. Children benefit from effective interaction with staff who get down to the children's level when they are playing and join in with their games. All children enjoy experimenting and exploring with paint, jelly play, creative materials and sand, which helps them represent their feelings and ideas in a variety of ways. As toddlers learn to do things for themselves they gain confidence, knowing that the adult is close by, ready to give support and help if needed. Children's language and communication skills are well promoted by staff through conversation, questions and individual attention. These types of activities all contribute to helping children progress. Throughout the session children are often praised, which has a positive impact on children's confidence and self-esteem.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge of the areas of learning and understand how to implement them. Therefore, effective learning activities are on offer to the children. Staff interact effectively with children to stimulate their curiosity and consolidate learning. They model skills and consistently reinforce expected behaviour, so that children learn to work cooperatively and use all activity areas productively. Staff have recently introduced an assessment system and the information gained from this is used to guide planning. The planning is detailed and covers a wide range of topics; learning intentions and outcomes are appropriately linked to the stepping stones and early learning goals. Staff take note when children participate in the planned activities. They record their individual responses and this helps to build an accurate picture of each child's progress. Children are provided with activities which build on what they already know and can do. Regular evaluations help staff to focus on the success of activities.

Children work well together, helping each other to roll dough and to tidy away toys. They take pride in their nursery environment and are keen to show visitors the play materials they have and the tadpoles they are currently caring for. The children engage in purposeful activities and sustain interest for good lengths of time. They persevere when completing a computer programme and when practising throwing and catching balls as part of outdoor play. Behaviour is good and staff make clear expectations, explaining any minor issues calmly and quietly to the children. Consequently, children show respect for each other and have a clear understanding of right and wrong. The nursery routines offer children good opportunities to develop their initiative. They select activities and resources and replace them afterwards; they take turns to set the table for snack and lunch. Children learn to work independently and personal independence is actively encouraged.

Children listen well and are familiar with many songs, stories and rhymes. They accurately follow instructions and actively participate during story time, showing good comprehension. Staff invite children to respond to questions during discussion and this encourages them into conversation; they talk freely about their experiences and conversations between staff and children are relaxed but purposeful. New vocabulary is promoted and children understand and use many words. When talking about the tadpoles and caterpillars, for example, they use words such as 'hibernate' and 'cocoon'. The children are learning to recognise their name. Some children are able to write their name on their work and are becoming interested in letter sounds. However, there are few opportunities for children to write for real purposes in their play.

Children practise counting, recognising and using numbers daily, through a range of activities. Children's understanding is developing through practical, first-hand experiences. For example, using train carriages as counters, linking carriages up to add on and detaching them to take away. Children recognise numbers to five and beyond. Children confidently match objects by shape and they sort as they tidy equipment away. Children's interest in the natural world, growth and change is stimulated very well. They observe and care for creatures, such as the tadpoles and caterpillars. They plant seeds and monitor their growth. The children also grow fruit and vegetables in the garden which are used to prepare nutritious meals. They develop an interest in technology as they use the computer and demonstrate excellent mouse control. Children develop a sense of the wider world as they learn about aspects of other countries, such as Rwanda and different festivals, such as Ramadan and Chinese New Year.

Children's creative development is encouraged well. They like to explore a range of media and materials to make things in two and three dimensions. Children enjoy dressing up and acting out their own scenarios in the home corner. Weather permitting, children play outside during each session. They have good opportunities to move confidently and imaginatively, and are developing an increasing variety of skills. Children enjoy travelling and moving the wheeled toys with good awareness of the position of others. Through their work with visiting artists, children's body-image is well promoted through movement to music, singing games and dance.

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

The provision is good.

Children are valued as individuals. Staff tailor children's admission to the nursery to help them settle quickly and with minimum stress. For example, babies follow their individual feeding and sleep routines. Staff value children's contribution, as the older children routinely help to set the tables. They tidy up with enthusiasm, as they aim to 'beat the timer'. Children's behaviour is very good. They learn to be kind and polite as staff gently and consistently reinforce rules and boundaries.

The children have good opportunities to learn about themselves, each other and the world around them through planned activities, outings and visitors. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children benefit from the good partnership developed between staff and parents. Children are cared for according to parents' wishes which promotes continuity of care and their well-being. There are very effective systems in place to ensure information is shared on a regular basis regarding the child's progress and daily activities. For example, through daily chats with staff, good access to development records and written information on babies' daily routines. Policies and procedures are available to parents about the setting and a newsletter is used to update on any changes and forthcoming events. Parents receive good information about the setting and the care and education programmes, such as 'Birth to three matters' framework and the Foundation Stage curriculum. Parents evenings are offered twice a year to discuss children's progress in depth. Parents take this opportunity to experience and enjoy some of the activities their children enjoy on a daily basis. Parents are actively encouraged to be involved in their child's learning by bringing in items related to themes being followed. There are also 'activity at home sheets', which suggest how they can extend children's understanding at home to enrich their learning further.

## **Organisation**

The organisation is good.

The nursery environment is well-organised to promote children's welfare and safety. Daily routines are clearly planned to respond to children's varying needs and interests. Recruitment procedures are good, ensuring that staff are suitably skilled and experienced to work with children. There are clear induction procedures in place for new staff, which ensures that they understand and follow the setting's policies and procedures. Staff are deployed well to ensure appropriate levels of care and supervision. The staff work very well as a team to promote children's health, safety, emotional well-being and ability to enjoy and achieve. All children receive a good level of individual attention because the ratios of staff to children are always maintained and this ensures their safety. Children's experiences are enhanced, as staff are able to access relevant training and development opportunities.

Records detail the individual requirements of each child and include relevant consents and contacts. All the legally required documentation and policies and procedures are in place which promotes the safety and well-being of the children attending.

The leadership and management of the setting are good. Children are cared for by a team who have a sound understanding of their roles and responsibilities in helping children to enjoy and achieve. Monitoring and evaluation of the nursery education is in place. For example, the manager meets with senior staff on a regular basis to discuss the activities provided and to monitor the planning of children's play in line with the six areas of learning. Regular monitoring of the whole provision also takes place which results in steady and continuous improvement. As a result, staff are supported well in their delivery of a balanced range of activities to help children enjoy and achieve. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Care:

At the last inspection the nursery was asked to develop quiet areas, extend the range of resources that promote equality and anti-discriminatory practice, develop methods used to observe and record what children do and improve the recording of children's medication. All issues have been addressed in full. Each room has cosy areas with floor cushions and child-sized seating, which children use to relax, look at books or just to observe their own surroundings. Children are able to access a variety of resources which promote equality and anti-discriminatory practice. They readily dress up and complete puzzles which depict gender roles and disability. The nursery is full of poster which develops children's awareness of other cultures and the differences and similarities of others. The recording of children's medication has been improved and confidentiality is maintained. These improvements have enhanced children's opportunities and increased children's well-being.

#### **Nursery Education:**

At the last inspection the nursery was asked to develop challenges set for children to encourage them to explore and problem solve, to develop the observation and assessment system to aid planning and to develop information for parents about the Foundation Stage. The staff team have worked hard to address all the issues identified. The staff working with the funded children are a relatively new team and despite this, they know the children very well. They have realistic expectations of the children, give them time to work through problems and provide them with appropriate support to succeed. Regular observation and assessment are carried out both informally and during focus work. The information gathered helps staff to monitor children's progress and plan for the next stage in their learning. The parents receive a wealth of written information about the Foundation Stage curriculum. Records are available to parents. There are regular parents evenings where parents are given the opportunity to discover what their child is doing and learning at nursery. Written information is also displayed around the room which describes activities and an explanation of the learning opportunity.

#### **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 of 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 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 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):

- consider the storage of baby comforters.

### **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):

- improve the opportunities for children to write in a variety of play and role play situations.

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)