

Kid Ease Nursery

Inspection report for early years provision

Unique Reference Number	EY286476
Inspection date	31 October 2007
Inspector	Virginia Cooper
Setting Address	Kid Ease Nursery, 1a Milton Road, Dover, Kent, CT16 2BJ
Telephone number	01304 820948
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Registered person	Kid Ease Ltd
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?

Kid Ease Nursery opened in 2004. It operates from a detached building in the vicinity of The Powell Primary School in Dover, Kent. The nursery has access to four base rooms, a sensory room and a secure outside play area. The nursery serves the local area.

A maximum of 58 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. Children attend for a variety of sessions.

There are currently 31 children aged from babies to under eight years on roll. Of these, six children receive funding for early education. The nursery currently is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of staff. All of these, hold an appropriate early years qualification and three are working towards a higher qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Babies and toddlers are given lots of attention ensuring they are emotionally secure. Their physical needs are met effectively; staff are aware of children's individual home routines and check with parents their eating and sleeping habits. The staff operate an effective key worker system that enables children to build a strong bond with a special member of staff; as often as is possible it is the key worker who changes their key child and puts them down to sleep as well as recording their progress.

The staff work closely with parents to establish whether children are ready physically and emotionally before starting potty training and to ensure a consistent approach. The environment is clean and well-ordered allowing children to move around easily and safely. Staff look after children in a warm environment which is clean and well maintained.

Effective systems are in place to help prevent the transmission of communicable diseases, for example, surfaces are regularly cleaned with anti-bacterial spray. Children learn about good hygiene practice through the daily routine; for example, they wash their hands after playing outside, at nappy changes, after visiting the toilet and before eating. Staff explain good hygiene procedures in a way children will understand; they talk to children about germs, explaining that they will get poorly if they do not wash their hands. Liquid soap and paper towels are always available and children are beginning to understand the importance of hand washing. Staff explain about hygiene in a way children will understand, they know they get rid of all the germs so they don't get a tummy ache. The children brush their teeth after lunch and staff explain to them which foods are bad for their teeth. They understand how a dentist helps them care for their teeth encouraging good oral hygiene.

Babies sleep comfortably in a cot; the nursery has a stock of fresh linen preventing cross infection. A baby monitor alerts staff quickly if a baby wakes and they are physically checked every ten minutes to ensure their safety and comfort.

The nursery do not accept children who are contagious ensuring others are not at risk of cross-infection. Children who become poorly whilst in their care are comforted, and made comfortable, until their parents are able to collect them. Parents provide written permission to enable staff to administer medication; the dose and time is recorded to ensure parents are well informed and their children are not given anything that is unsuitable. The nursery use forms to record the last dose a child has been given at home to prevent accidental overdose. The nursery obtain written permission from most parents to administer pain relief in case children develop a high temperature, this is rarely necessary and only given after ringing the parent.

Nearly all staff hold a current first aid qualification; there is a first aid kit that they check and replenish as necessary. They are able to administer first aid to children in the event of an accident or emergency. Any accidents and any first aid that is administered whilst the children are in their care is recorded, parents sign the entry and this results in them being well informed about what has happened to their child.

Children enjoy plenty of fresh air; staff often encourage them to free-flow between indoors and outdoors as they wish. Children sometimes go for a walk to a nearby park enabling them to use more challenging climbing equipment, helping them develop their physical skills. When

children learn new skills, for example, riding a scooter, staff join in and encourage them to discover what they can do with their bodies.

The nursery provide all children's meals and snacks with the exception of children who attend the holiday play scheme who bring their own packed lunch and tea. Their lunches are stored in the fridge to ensure they remain fresh. Several members of staff hold a food hygiene qualification and therefore are aware of how to prepare and serve food safely. The meals are delivered each day by an outside agency; the meals include all food groups and are healthy and nutritious. Staff probe the food to ensure it is safe to eat. The company they use is able to provide meals for children with special dietary requirements. Staff sit with the children while they eat and encourage children who eat reluctantly, a staff member takes alternate turns to feed a child a spoonful of food ensuring they are not hungry in the afternoon. There is a variety of cutlery helping the younger children manage to feed themselves. Children help to cut up the fruit at snack time giving them responsibility and a healthy interest in food. Children are offered drinks regularly to prevent them being thirsty. The children who are able, pour their own drinks encouraging their independence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe and secure; only staff open the door to parents and visitors so they can check their identity. There is an unpleasant smell in the lobby area. The manager is currently discussing a problem with the drains with the local council but is having difficulty making progress on this issue. Other than this issue the environment is welcoming; staff greet parents and children warmly. They regulate the temperature to ensure children are comfortable. Staff use photographs throughout the nursery to good effect, demonstrating to parents and visitors the activities they undertake to help children develop in all areas of learning.

All the rooms have nursery size tables and chairs helping children manage tasks more easily. The toys and equipment are easily accessible to children encouraging them to make choices and exercise independence. The toys and equipment are of suitable design and condition. Children enjoy a range of resources that staff check regularly for their safety and suitability. There is good quality wooden equipment and children get to explore and examine many natural materials like rice, lentils, jelly, pasta and soil. Staff mop up water spillages promptly to prevent children slipping on wet floors.

A thorough written risk assessment is carried out and potential hazards and risks are identified and safety equipment is in place to prevent accidents, for example, socket covers. Staff carry out a visual check of the premises each day to maintain the safety standards. Children are reminded how to behave to keep themselves safe, for example, no climbing on the furniture. This is beginning to help them understand about taking personal responsibility for their own safety.

Staff are familiar with the signs and symptoms of abuse and neglect. They are clear about the procedures to follow to safeguard children from harm if they have concerns about any child to ensure the welfare of children. The manager takes overall responsibility for child protection.

Helping children achieve well and enjoy what they do

The provision is good.

The staff working with the babies and toddlers are all familiar with the framework Birth to three matters and use the document effectively to plan interesting activities that help the youngest children develop in all areas of learning. Staff observe the children very regularly and use this information to plan activities that children show a particular interest in, building upon their natural curiosity. Children's level of involvement is monitored and staff take responsibility if a child is not engaged. Many of the activities are tactile encouraging children to use all their senses; they gain great satisfaction from playing with sand, water, jelly, goo and paint. Staff experiment to make each child's experience meaningful, for example, on busier days they split the toddler room into two groups and find this helpful. Some older children who used to attend the nursery come after school or when their own school has a development day. It is clear that they love to come back and feel very at home in the nursery. Staff sometimes care for them alongside the few children in the pre-school room who stay beyond 15:15 p.m. Staff manage the varying age groups effectively ensuring that all the children benefit from the experience. The two groups of children socialise well.

Nursery Education

The quality of teaching and learning is good. Staff interaction with the children is good; they support them well when they are undertaking new tasks. The children relate well to the staff and they frequently hold interesting conversations with one another. Staff use humour to good effect and the children often laugh out loud. The children's knowledge is naturally extended by these discussions. Children enjoy the staff's 'can do' attitude. They ask for help and assistance in the secure knowledge that staff will do their best to accommodate them; this particularly promotes a creative environment. All staff working with funded children are familiar with the Foundation Stage curriculum. They undertake very regular observations to establish what children can do and what areas of learning they can develop; they identify children's next steps and ensure they plan activities to address these individual learning needs. However, the evaluation of the activity often gives rise to new 'next steps' before staff establish and record that the previous targeted area is consolidated. Staff record children's progress in several ways; examples of work are kept; stepping stones are ticked as understood when staff have two separate observations that illustrate the child's competence, and they undertake regular detailed observations. Although staff know the children well and are aware of the areas they are currently working upon, the record of their progress through the stepping stones has some gaps. Each child has an individual play plan to help staff address personal targets. Most children are busy and engaged in their play. The staff are aware that some children are 'observers' and require more encouragement to take an active role.

Children are able to select resources for themselves and are equally happy to work independently and co-operatively. Generally children are confident and able to speak up for themselves, for example, if they require adult assistance they approach staff easily to get help. Children can sit quietly and concentrate when appropriate. They concentrate hard when they use the computer and take turns fairly when they play card games. They celebrate a variety of festivals from around the world helping them to appreciate other cultures and beliefs.

Children communicate effectively chatting easily with one another and adults. Children appreciate that staff listen to them carefully and value what they say. Staff illustrate this by including what children say in their wall displays. For example, a display about teeth and the dentist has captions spoken by the children about what a dentist does, for instance, "look at my teeth and

tickle" and "look at teeth to see if they are broken". Staff encourage children to develop a love of books; they often sit in the garden and read the children a story of their choice. Children join in with familiar stories and are beginning to recognise words that rhyme. They learn that books are for finding information as well as for pleasure. The environment is richly labelled familiarising them with the written word. Children are not very familiar with the different sounds letters make although staff make some reference to this when they read a story. Children have the opportunity to recognise their own name every day. Children have lots of opportunity to write and often practise these skills.

Children learn their colours easily because staff naturally refer to them as children play. Most children can count reliably up to and beyond 10; they show an interest in written numerals and make good attempts to write these. They often sing number rhymes that help children understand simple addition and subtraction. Staff use snack time to make simple calculations, for example, working out how many drinks are required. There is a good range of resources that help children match, sort and sequence. Staff familiarise children with the correct mathematical names for different shapes as they play.

Children are beginning to appreciate a sense of time. The staff use a visual aid that details the daily routine at nursery helping children understand the immediate past, present and future. Some children are extremely competent on the computer and sometimes need encouragement to undertake other activities. Children feel confident to design and make self chosen projects. They decide they want to make a new space mat; staff are very good at facilitating their play. The children work collaboratively and are careful in their selection of materials. They are clear about how big they want the mat to be and realise two pieces of paper will need to be joined, they experiment and decide they will glue them and then add sticky tape to make it secure. They then successfully negotiate with one another about who will draw where; they demonstrate a sense of fairness. Children look out of the window and watch the birds, they correctly name a magpie. They plant seeds and watch them grow encouraging an interest in nature. Children use a variety of construction toys, a child builds a house and this gives rise to an interesting conversation about their home; they manage to build quite complex structures.

Staff regularly discuss healthy lifestyles with children encouraging them to learn which foods are healthiest and how to look after their health. A child's conversation instigated a topic about teeth and the dentist and children now brush their teeth after lunch. They have good spatial awareness and move around with control and co-ordination. They love to use crates outside to build their own obstacle courses. Staff take children to a local park where they can use more challenging climbing equipment to develop their physical skills. Children use a variety of hand held tools competently, they have lots of opportunities to practise cutting with scissors.

Children know how to be creative and treat staff as part of their team often starting sentences with 'Lets...' and 'Shall we....?' Staff really join in and become involved with the children's projects, at the same time, they are sensitive and hold back enough to allow children to come up with their own ideas. Children suggest ideas to them knowing that staff take what they say seriously. All of the art and craft on display is very obviously the children's own work, encouraging their artistic talents. The older children show less interest in role play, the staff are aware of this and are looking at ways to promote this kind of play. Children join in singing enthusiastically and know all the words to familiar songs. They often make music spontaneously, for example, using paint pots as drums.

Helping children make a positive contribution

The provision is good.

Children come into nursery happily and settle quickly; they are attached to their carers. Whenever possible the staff operate a true key worker system where the member of staff takes responsibility for meeting their key children's needs. For example, they change their nappies or assist them if necessary with their personal care, they feed them or help them feed themselves, and they exchange information with the child's parents and record their progress.

The nursery has a designated member of staff who takes responsibility for children's equality of opportunity. She ensures that all children are able to easily access resources that reflect diversity. She identifies areas that require development, for example, more puzzles and dolls have recently been purchased that reflect our multi-cultural society positively. She helps maintain a notice board that illustrates to parents and visitors how children undertake a variety of activities that actively promotes children's education about diversity.

Staff are aware that some children may find learning difficult or have a disability. A member of staff takes responsibility for all children who require additional help. The nursery have their own sensory room which they use for all the children. In co-operation with the parents they write an individual education plan setting achievable targets to help children develop. They work closely with other agencies where necessary to provide an appropriate service to children. Staff are aware of children's individual characteristics and take account of these when providing a service to them.

Children behave very well and show kindness and consideration toward one another. They are far too busy and engaged to look for mischief. Staff are positive role models, they speak to children calmly with respect; they take children's age and stage of development into consideration when managing their behaviour. Children learn the difference between right and wrong because the boundaries are consistently applied by staff and desirable behaviour is given praise. Staff also operate a reward scheme; they notice positive, helpful behaviour and children get to stamp a segment of a caterpillar picture. When they have ten stamps children take their caterpillar home and staff ensure their parents know how well they have behaved. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. The nursery have an open door policy and parents are able to visit at any time. Parents speak very favourably about the provision and the staff. There is lots of information available for them about the provision, a notice board, regular newsletters and face to face contact. Photos are used to good effect to demonstrate to parents how the six areas of learning are addressed. Staff encourage parents to look at their children's assessment records regularly. Parents are asked to comment but staff do not have much success in sharing the record keeping with parents about their child's progress. They do, however, encourage parents to become involved in their children's learning in other ways. Parents willingly help when they hold the fete in the summer and at children's parties. A questionnaire invites parents to comment about the provision and their child's progress and a suggestion box is always available for parents to share their ideas. Staff ensure parents are kept well informed about current topics and there are opportunities to take an active role, for example, staff encourage parents to help children bring in articles of interest from home to discuss. There is a comprehensive complaints procedure; the nursery keep a complaints log.

Organisation

The organisation is good.

The nursery is well organised and staff work well as a team. The nursery has comprehensive policies and procedures that are always available for parents to read. The recruitment procedure is robust and all staff are checked by the criminal records bureau. All staff hold a childcare qualification and staff who deliver the Foundation Stage have good knowledge of the curriculum. There are always several staff on the premises who are first aid qualified who are able to act in an emergency. All mandatory documentation is in place. Staff appreciate and understand the importance of confidentiality. Children are well grouped and the key worker system ensures appropriate support and care throughout the day. The pace and routine of the day is good; children are busy and interested in what they are doing. Staff move children to the next room after settling sessions when they are ready developmentally rather than strictly by age. This ensures children receive care that suitably challenges them, promoting good levels of involvement. The children have access to a wide range of resources to keep them amused and aid their development in all areas. The setting meets the needs of the range children for whom it provides.

The leadership and management are good. The manager is using the self evaluation form to review how the nursery staff meet the five outcomes for children. All staff contribute to evaluating the service provided and this helps them improve the care and education for all children. They are beginning to undertake peer observations which help them identify strengths and weaknesses. There are good induction procedures to prepare new staff how to work in a consistent way. Staff morale is good, they are happy and work very well as a team; they exchange information about their key children ensuring all staff are aware of the areas of learning the children are concentrating upon. Staff are supported with ongoing training and have regular meetings and appraisals to discuss their work. A formal appraisal system helps to identify training needs to improve the quality of care for the children. Parents report that they find the manager very approachable and say that they always feel able to discuss any childcare issues with her.

Improvements since the last inspection

At the last inspection several recommendations were made that relate to National Standards 2, 3, 7, 8, 12, 13 and 14.

It was recommended to improve the organisation of the group that they ensure: the organisation, pace and routine of the sessions promote the development and learning of all children; ensure there is a named deputy who is able to take charge in the absence of the manager; review current systems of leadership and management and in particular ensure suitable contingency arrangements are implemented to provide prompt cover during staff absences and emergencies.

Since the last inspection the person responsible for the day-to-day running of the group has changed and as a result the organisation of sessions and staff morale has greatly improved. The manager always has a named deputy available and there are contingency plans to cover staff absences, both planned and emergency.

There were recommendations that relate to paperwork; these were to ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times and to request written permission from parents for seeking emergency medical advice or treatment.

Both issues have been addressed fully. The new manager has a folder that signposts to staff where everything is stored so they are able to find any information an inspector is likely to ask to see if the manager is absent for any reason.

To ensure children's good health they were asked to ensure that staff adhere to the nursery's no smoking policy. Very few staff are smokers. This policy is now strictly applied and nobody smokes on or near the premises. It is company policy that staff are not seen in their nursery uniforms smoking publicly, that they wash their hands before handling children and freshen their breath.

There were a few recommendations relating to National Standard 3: Enjoying and Achieving. These were to devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs, and ensure the individual needs of children aged 0-2 are met effectively.

Staff have received training to help them deliver an appropriate curriculum for children under the age of three. The planning system has evolved and it includes activities to address children's individual learning needs.

They were asked to develop staff's knowledge and understanding of child protection procedures and effective ways to manage children's behaviour.

Staff have undertaken in-house training and some staff have attended external training. There are now dedicated members of staff who take responsibility for behaviour management and safeguarding children. The policies and procedures are updated and the manager ensures that all staff have read and understood them.

They were asked to provide opportunities for parents to receive regular information on their children's progress and ensure they are informed of all policies and procedures. They have addressed this by ensuring the policies and procedures are regularly updated and always available for parents to read. The complaints procedure is prominently displayed and a complaints log is kept. There are regular open evenings and a notice board informs parents about what has happened each day. The staff and parents exchange information verbally about their children's progress informally most days. The children's assessment records can be accessed by their parents at any time.

The changes made have had a positive impact upon the service delivery improving the care and education of children attending.

Complaints since the last inspection

"Since the last inspection three complaints have been made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards. The complaints related to National Standard 2: Organisation, National Standard 6: Safety and National Standard 11: Behaviour. Concerns were raised regarding: the suitability of staff; maintaining minimum staff child ratios; keeping a record of complaints; the cleanliness of the environment; the improvement of the nappy changing facilities, in particular protecting children's privacy and dignity whilst they are changed; meeting children's individual needs and improving the leadership and management to monitor and review nursery procedures and practice.

Ofsted carried out unannounced visits to investigate the concerns. Following the visits actions were set against National Standard 1: Suitable Person, National Standard 3: Care, Learning and

Play, National Standard 7: Health and National Standard 12: Working in Partnership with Parents. The provider responded to the actions and Ofsted was satisfied that the National Standards were being met. The provider remains qualified for registration.

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 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 whether it is necessary to obtain written parental permission to administer preparatory pain relief for most children who attend
- resolve the problem of the unpleasant smell in the lobby area of the nursery

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):

- update the records that detail children's progress through the stepping stones more frequently and provide more opportunities for children to link sounds to letters and role play

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