

Kirklands Nursery

Inspection report for early years provision

Unique Reference Number	314119
Inspection date	06 July 2007
Inspector	Julie Morrison

Setting Address	8 Bede Road, Barnard Castle, County Durham, DL12 8HD
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Registered person	Janice Duffy-McGhie
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Type of inspection	Integrated
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Type of care	Full day care
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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 satisfactory. 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?

Kirklands Nursery was registered in 1984 and is privately owned. It operates from the ground floor of a three-storey building close to Barnard Castle town centre. The group mainly serves the needs of families from the local geographical area.

The facility is registered to care for 20 children aged two to under five years. There are presently 37 children on roll, including eight funded three-year-olds and 11 funded four-year-olds. The setting supports children with learning difficulties and disabilities. The nursery operates from Monday to Friday from 08.00 to 17.30, throughout the year, excluding public holidays and Christmas fortnight. The setting provides full day care, sessional care and out of school care.

The owner also manages the nursery and employs two full-time and one part-time regular members of staff to work with the children. The manager and two full time members of staff are appropriately qualified. The setting receives support from a link-teacher from Surestart, County Durham.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well cared for in a warm and welcoming environment where they begin to learn the importance of good hygiene and personal care throughout their daily routine. Consistent adult support and guidance helps children to gain a good understanding of hygiene and become increasingly independent in their personal care. For example, most children wash their hands after using the toilet, before lunch and after touching any animals and confidently explain, that they must wash their hands so 'we do not get germs and get poorly'. However, some children do not consistently wash hands after using the toilet or before morning snack, which means that there is a potential risk of cross-infection. Staff ensure that well maintained procedures are in place for cleaning, they wash hands before preparing food, wash the tables and use table cloths to promote good hygiene. An effective nappy changing routine is in place, clearly displayed for staff to see. A clear written policy regarding sick children and the effective recording of emergency consents, accidents and medication, further promotes children's health and well-being.

Children have very good opportunities for physical exercise which contributes to their good health. The children have constant access to the outdoor play area where they enjoy a range of activities which help to promote their physical development and helps them to gain increasing control over their bodies. For example, riding on bicycles, walking on balance beams and using the slide. Older children enjoy weekly sessions of swimming and horse-riding which contribute to good health and promote children's self-esteem as they learn new activities.

Children enjoy a variety of healthy snacks including fresh strawberries, cheese and apples. Staff actively promote healthy eating, for example, through discussion with the children and encouraging them to try new flavours. Staff have a clear understanding of children's dietary needs and ensure that these are met, for example, a chart on the wall clearly displays any allergies. Alternatives are provided at snack time for any children who do not like what they have been offered. Older children are encouraged to self-serve drinks at snack time, encouraging independence and all children have free access to fresh water throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a safe environment which is effectively organised for children to move around freely and independently. The premises are made welcoming with attractive displays of the children's work, promoting ownership of the setting and developing self-esteem. The indoor and outdoor space is organised effectively allowing children to explore and take risks while being supervised. As a result, children's play is very well supported, for example, a rocket role play area stimulates children to dress up, put on helmets and use their imagination to be 'space men'. Children use a wide range of safe, well maintained toys and equipment which is suitable to their age and stage of development.

The setting benefits from suitable safety procedures which are understood and implemented by staff. Staff ensure that the front door is locked at all times and the arrival and collection of children is well planned, with an up to date record of persons with permission to collect children. However, the visitors book is not consistently used to record visitors to the setting, this does not promote children's safety. Internally, suitable safety measures are in place, for example,

smoke alarms and stair gates. However, there is no stair gate at the bottom of the stairs to prevent children from accessing them. This could pose a potential risk to children. Electrical and fire safety equipment is regularly checked and there are good fire safety procedures in place, with up to date records of practice evacuations. Externally, the outdoor play area is secure and staff ensure that children are kept safe on outings, through effective safety procedures. For example, younger children hold hands with staff, while older children are encouraged to be more independent, walking ahead and holding hands with each other. Appropriate consents are in place from parents for outings and staff carry mobile phones and contact details, as well as other appropriate equipment including, a first aid kit and spare clothing.

Children are well protected by staff who are confident and secure in their knowledge of child protection policies and procedures. Suitable information and a clear written policy is in place, which ensures that children's welfare is appropriately protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident, thoroughly enjoying their time at the nursery. They eagerly participate in a wide range of child-centred and adult-led activities and experiences which promote all areas of their development. For example, they play in the outdoor play house, making breakfast and ironing clothes which they hang up on the washing line, they play with soft dough and set up jumps for toy horses to jump over. They clearly love listening to stories and they happily join in with well known rhymes. Children at the out of school club are settled and enjoy free play from a wide range of activities, including colouring and painting.

Children show increasing confidence and independence as they select their own activities from the good range on offer. Staff interact well with the children, sitting on the floor and joining in their play using lots of open-ended questioning to further extend learning and play. Staff respond well to the children, taking time to listen to what they say and answer appropriately. Children under the age of three follow the same planning as the Foundation Stage children, appropriately grouped so that activities are suited to their age and stage of development. However, no planning is in place to support children's learning in line with the 'Birth to three matters' framework. Assessments are done when children start at the nursery however, these are not linked to the framework and there is no clear recording of the children's development.

Nursery Education

The quality of teaching and learning is good. Children are well supported and helped to gain confidence in their abilities through positive interactions with staff and with their peers. There are good opportunities for children to participate in a wide range of new and stimulating experiences which help development and encourage high levels of self-esteem. Staff have a good knowledge of the Foundation Stage and suitable planning is in place covering all areas of the curriculum. Staff use effective teaching methods to promote children's learning, for example, the organisation of the setting to promote different areas of learning, children's work is displayed on the walls. Staff make good use of questioning to further develop learning. They ensure that the rooms are well organised so that children have effective learning experiences and lots of fun. Staff have a good understanding of the individual children and their development and use this when they are carrying out activities to ensure that learning meets individual needs. However, differentiation is not consistently recorded in the activity sheets. Individual files are used to record children's progress towards the early learning goals however, staff often rely

on their knowledge of the children to complete these as they are not always accurately recorded in the activity sheets.

Children have an extremely positive attitude towards activities and are eager to take part. They have close relationships with the staff, are self-assured and have high self-esteem. For example, they speak confidently within the group, approach visitors and ask questions and relate well to each other. Children are kind towards each other for example, bringing a child their favourite toy and commenting at tidy up time, 'Should I help you? I'm a very quick tidy upper?' The children are spontaneous and staff follow any child initiated play with enthusiasm and encouragement. For example, the children decide to put on an impromptu magic show, arranging seating and excitedly gathering everyone in the room to watch. They take turns to stand at the front and perform magic tricks. All children and staff eagerly participate, hopping or flying around the room as they are turned into frogs and birds.

Children show very good communication skills. They confidently sing songs into a microphone and are able to express themselves clearly. Children listen attentively at story time, joining in with key parts of the story and asking questions, they eagerly talk about stories that they have 'written'. They have good opportunities to practice early writing skills. Many can write their name and are able to hold pencils correctly. Children are beginning to link sounds to letters and to recognise some letters, for example, they comment, 'that's a 't', that's in my name'.

Mathematical language is developing through imaginative play, for example, children play with the soft dough and remark, 'I'm cutting mine in half'. Everyday activities are used as opportunities for children to explore numbers and counting. For example, at snack time children are encouraged to count the number of plates they need and to count how many children are present at registration. Good use of questioning by staff further develops children's use of mathematical language for example, she explains, 'there were 16 children this morning and 14 children now, is that more or less?'

Children have very good opportunities to develop their knowledge and understanding of the world. For example, they describe the patterns that their shoes make in sand and then attempt to draw the same pattern onto a piece of paper. They enthusiastically run off to find a magnifying glass to look at a snail they have found in the garden and describe it to each other. Information technology skills are developing well, children confidently use the mouse to play simple matching games on the computer, they use the telephone in the role play area and tape record their own voices. The use of 'real' resources helps to develop children's independence and allows them to explore in a safe environment. For example, they use hammers to hammer small tacks into different coloured shapes, and show great satisfaction and pride in the work they have done, 'yeah I've done it' they remark as the nail goes in. Such activities, along with the use of rolling pins, glue spreaders and scissors helps to develop children's abilities to manipulate small tools and develops hand to eye coordination skills.

Helping children make a positive contribution

The provision is good.

Children benefit from the staff's positive attitude towards equal opportunities and respecting individual needs. There are good opportunities for children to learn about the world around them and their local community through a variety of planned activities and play materials. For example, they receive visits from a health visitor and mother of a young baby who show the children how to bath and look after a baby. Pet lambs are brought to the setting which the children enjoy feeding. They gain an awareness of other cultures as they participate in a range

of celebrations including the Chinese New Year and Diwali as well as learning about their own community through regular walks into the town and identifying different shops. They have access to a range of multi-cultural toys, books and images that reflect racial and cultural diversity and disability. The setting is proactive in working with children with learning difficulties and disabilities and as a result children are fully included into the setting. Staff are committed to working with external agencies and parents to ensure that the individual needs of the child are met.

Staff are calm, competent and positive role models. They sensitively support, praise and encourage all children, promoting self-esteem, confidence and a sense of belonging. Children are very polite, well behaved and enthusiastic to take part in all aspects of nursery life. They listen and respect staff and appropriate supervision ensures that all children are beginning to learn right from wrong and how to share and be kind to each other. For example, children remind each other to share and ask, 'can I help you?' to other children who are trying to put a hop scotch jigsaw together. Good behaviour is reinforced through praise, and positive, age appropriate techniques for example, reward stamps. Effective use is made of 'Ted Bear' who accompanies new children home to help them settle and is given to children to look after for the night to promote positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from a two way sharing of information between staff and parents which enhances their learning. Parents receive a suitable information pack which includes setting details as well as relevant policies and procedures. Information relevant to the individual children is requested from parents, for example, dietary and medical needs to enable staff to meet individual needs. A notice board and regular newsletters keep parents updated about the general aspects of the progression while an open door policy and yearly reports inform parents about their child's development and learning. Feedback from parents is extremely positive about the nursery and they feel that their children make very good progress.

Organisation

The organisation is satisfactory.

Children are well cared for and feel at home in a suitably organised setting that keeps them safe and secure. The walls are filled with beautiful examples of the children's work, a reflection of how their contributions are valued and self esteem is promoted. Suitable recruitment and induction procedures are in place, ensuring that children are cared for by staff who are appropriately vetted and qualified. However, appropriate vetting has not been carried out for all people living on the premises and this is a breach of regulation.

All relevant records are in place, easily accessible and up to date, ensuring individual care is provided. All staff's and children's details are clearly recorded, however times of attendance are sometimes unclear in the register. The space is well used allowing children to move around freely and independently and make good use of the facilities available to them. Quiet areas ensure that children are able to rest if needed, whilst physical development is promoted through good use of the outdoor play area and organised activities. However, the bathroom on the first floor has been used for nappy changing and this is a breach of conditions of registration.

Leadership and management is good. The manager displays a high level of dedication to the staff and the children and has a clear understanding of her roles and responsibilities. The setting benefits from a supportive, well motivated and competent staff team who are committed to

the care and development of the children. Effective recruitment and induction procedures are in place and staff benefit from regular team meetings where a high priority is given to ongoing personal development and training. The manager ensures that she works closely with the rest of the team and with link teachers to continue to develop the nursery education.

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

Improvements since the last inspection

At the last inspection it was recommended that the nursery: improve assessment records in line with the early learning goals; sign in visitors; put a complaints procedure in place; obtain permission for emergency treatment and improve the behaviour management policy.

The setting has made some progress in addressing these issues. All children have individual files in place and progress on the stepping stones is recorded. A visitors book is in place, however, this is not consistently being used and is being raised again as a recommendation. A complaints procedure and permission for emergency medical treatment are now in place. Staff are clear about behaviour management with all staff working together to promote positive behaviour, any issues are resolved by the manager.

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 complaint 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 satisfactory. 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):

- further promote children's good health by ensuring consistent hand washing
- implement procedures to ensure that children do not have access to the stairs
- promote children's safety by consistent use of the visitors signing in book
- develop procedures to plan and record children's learning and development in line with the 'Birth to three matters' framework

- implement a procedure to ensure that all people living on the premises and staff are appropriately vetted
- develop procedures to ensure that space is used in line with conditions of registration
- develop procedures to ensure that register clearly shows children's times of attendance.

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):

- make effective use of plans to clearly show how evaluations are used to inform future planning and show next steps in the children's development

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