

# Kidsworld

Inspection report for early years provision

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<b>Unique Reference Number</b>	322382
<b>Inspection date</b>	30 January 2008
<b>Inspector</b>	Margaret Patricia Mellor
<b>Setting Address</b>	482 East Prescott Road, Liverpool, Merseyside, L14 2EH
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<b>Registered person</b>	Kids World
<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?

Kidsworld Nursery was registered in 1997. It is privately run and situated in the Dovecot district of Liverpool. Children use three nursery rooms for their care and activities. There is a secure, fully enclosed garden for children's outdoor play. It primarily serves children living in and around the local community.

The nursery is registered to provide care for a maximum of 44 children aged under five years at any one time. It is open Monday to Friday from 08.00 to 18.00. It provides an all year round service with the exception of bank holidays and a week at Christmas. There are 48 children on roll aged from eight months to four years, of these, 18 children receive funding for nursery education.

The nursery employs 12 staff to work with the children. All staff have a relevant child care qualification. Staff receive support from Sure Start Services of Liverpool Children's Services and an early years teacher advisor. They are a member of the National Day Nursery Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a warm and comfortable environment. The practise of wearing overshoes in the baby room and staff consistently following good health and hygiene practices, helps to prevent the spread of cross infection. Younger children begin to develop their awareness of simple personal hygiene through their daily routine and staff sensitively help them with wiping their noses. More able children gain independence as they wash their hands and pictures with captions displayed in the bathroom act as a gentle reminder. They extend their awareness through planned activities, such as visits to the dental hygienist. They have plenty of fun role playing dentists and colouring in worksheets. Children have easy access to nose tissues or wet wipes also helping to safeguard their well-being.

Children's interest in a healthy lifestyle is nurtured and encouraged. They love to be active and negotiate space well. Toddlers show curiosity and respond gleefully when crawling through the play tunnel. Babies develop self assurance as staff help them bear weight on their feet, stimulating walking. Older, more able children climb steps using alternative feet and land appropriately when jumping off objects. They have plenty of fun at gym tots, where they skip, hop and pass balls, building on their coordination skills. Children relish doing puzzles, cutting with scissors, mark making and threading beads or cotton reels. They skilfully manoeuvre the mouse whilst playing on the computer, consolidating their fine motor skills through fun, play and learning experiences.

Children enjoy a good range of healthy food options freshly prepared by the cook. The children's meals and snacks are wholesome, therefore they are well nourished. They enjoy fresh fruits every day and have plenty of fun during testing sessions, comparing the different tastes and textures. Staff follow appropriate procedures for the safe preparation of babies formula milk and introducing new foods into their diet, contributing to their health needs. More able children gain independence as they help themselves to water to satisfy their thirst and toddlers develop their coordination as they drink from feeder type cups.

Children's health is safeguarded very well. Staff ensure children use sun creams, wear hats, have plenty of drinks and play under the shade of the trees on hot days. Children's minor injuries are dealt with appropriately. There are three staff who have a relevant first aid certificate and there are effective procedures for reviewing the contents of the first aid boxes. Medication is stored out of children's reach and staff act in children's best interests when they are ill, supported well by the medication and sick child policies. Children's dietary needs are communicated well, therefore parents' wishes are respected and children remain healthy.

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

The provision is good.

Children move freely with pleasure and confidence in nursery. The spacious nursery rooms afford plenty of natural light and safety arrangements are good. All the necessary safety equipment is in place and effective procedures for checking the fire equipment and portable appliances. A daily written premises check is carried out by staff, further minimising the risk of children accidentally injuring themselves. Staff vigilantly monitor access to the premises, supported by CCTV and effective procedures for the collection of children in an emergency. Children enjoy a variety of safe challenges, on the portable toys and large play equipment in

the secure outdoor play area. There are well written and thought out procedures for keeping children safe and well, whilst enjoying outings.

Children freely and safely access the activities. The many age appropriate toys for children to play with provide appropriate challenges, whilst stimulating enjoyment. Babies crawl over toys to seek out what they want to play with, whilst more able children develop independence as they confidently self-select play materials that interest them from the trays and toy boxes at child height. Children relax in comfort with their friends because the furniture is suitable for their needs.

Children begin to learn aspects of personal safety. They regularly practise what to do in the event of a fire and crossing roads when walking in the community. Staff gently remind children about picking up toys, giving clear explanations, for example, they may trip and hurt themselves. Children sleep in safety because staff are close at hand to record regular checks on them and respond to their waking. Their well-being is further assured because there is a designated child protection co-ordinator. They have accessed safeguarding training and are knowledgeable about child protection issues. They have a copy of the local booklet 'Your responsibilities if you have a concern about a child' and flow chart should they wish to report a concern, making the well-being of children in their care a priority.

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

The provision is good.

Children's personal, social and emotional development is promoted well. Younger children begin to play sociably alongside one another and with each other whilst staff are close by for reassurance. They develop good levels of self-esteem. Staff form close and caring relationships with children, such as sitting, on the floor with them to support and motivate their learning. They begin to learn to cooperate and are keen to engage staff in their activities. Babies particularly enjoy playing 'peek a boo' games with adults and toddlers enjoy staff contact as they play with the toys. They show a good awareness of how to behave.

Children have plenty of fun in nursery and are making good progress in all areas of their development. Staff use the 'Birth to three matters' framework well to plan and provide a variety of activities. They use observation and photographs to track children's progress and monitor their development. Babies develop a strong sense of self. They smile at their reflection in the mirror, explore objects with their mouth, play with their fingers and respond to their name. They find a voice, chuckling as they shake the toys that make sounds. Toddlers begin to follow simple instructions, for example, putting toys in boxes. They enjoy singing rhymes with actions and love to look at picture books. They link one or two words together and competently build a tower with two or three blocks. Staff consolidate children's learning for example, repeating unfamiliar words or talking about colours and shapes whilst playing with blocks.

Younger children are very involved in their play. They eagerly choose whether to play in the home area, crayon, look at books or make models with construction resources. They begin to make connections, for example, pressing the buttons on the interactive toys to create visual and sound effects. They show lots of curiosity as they begin to explore using their senses. They taste different fruit, listen to music and respond gleefully when looking at the bubbles or exploring the many different textures in the treasure baskets. Children's early years experiences are further nurtured through walks in the local community and day trips.

Nursery Education.

The quality of the teaching and learning is good. Staff are knowledgeable about how children learn and the Foundation Stage and six areas of learning. They plan and provide a wide range of activities, appropriate for the age and ability of children attending, whilst presenting suitable challenges. They evaluate to monitor the children's learning outcomes and record how this supports plans. They use observation effectively to assess the children's progress and track their development through the stepping stones. They effectively use assessment to address future plans and support children's learning.

Children are well supported. Staff are keen to motivate children's learning, skilfully judging when to become actively involved and when to allow them to independently explore. During group activities, staff give clear and concise instructions. They explain how much flour is needed to make the cakes and the rules of the game when playing matching games. Staff show a keen interest in what children do and say. They ask children about their painting and the models they make with construction blocks.

Children's curiosity and investigation skills are promoted generally well through interesting activities provided by staff. They plant daffodil bulbs and learn that they need sun, soil, light and water to grow. They learn about the different insects living under the soil as they dig for bugs and love to draw observational pictures of worms they find, however, there are few investigative resources for children to spontaneously explore and observe natural or man made objects in the environment. Children learn about technology and delight in playing with the telephone, calculators and cash register. They particularly enjoy playing on the computer or with programmable toys when they begin to use reason and logic, for example, to turn or move the bee forward or sideways. Children develop a good appreciation of the wider community, enjoying visits to places of interest. They talk excitedly about visits to the fisheries or pet shop.

Children are happy, interested and involved in their activities. They demonstrate good levels of independence for their age and level of maturity. They self register as they arrive, help set the table at lunch time and sometimes make their own sandwiches. They concentrate well and learn to problem solve, for example, doing jigsaws or matching colours on worksheets. They confidently count to 10 or more as they play number games or sort toys into boxes. Children listen to simple instructions, for example, sorting shapes to create patterns. Staff begin to consolidate children's learning with rhythmic activities, displayed numerals and demonstrating time with the clock. There are, however, few opportunities to attempt simple addition and subtraction in every day activities.

Children become confident communicators. During circle time they take turns to talk. They confidently initiate conversation with adults, chatting fondly about their family and what they do at nursery. They have access to lots of books for enjoyment and competently hold books the right way up as they turn the pages. They extend their learning that print carries meaning through displayed words and captions. Many opportunities are provided for children to practise their writing skills and mark making, with free access to a variety of writing materials and paper. Older more able children write from left to right as they mark make. They recognise their own name and sometimes the names of others.

Children's creative skills are promoted well. They make models out of recyclable materials, crayon, free paint at the easel and respond with enthusiasm when playing in the sand or water. They love to decorate cakes they bake and have plenty of fun as they spontaneously dress up or role play in the home area. They have a strong sense of belonging and are proud of their achievements, which they eagerly share with others. Children happily show adults their paintings they display on the walls, fostering a welcoming environment for themselves and their parents.

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

The provision is good.

Children are very settled and content. Staff work closely with parents to ensure they understand children's individual needs and home routine. Parents are provided with a booklet about the nursery activities as part of the enrolment procedures. They comment very positively about their children's care, progress and gentle transitions between rooms. They willingly support with activities, such as charitable fundraising events or day trips. There is good ongoing sharing of information about the children. Staff take time to write children's daily diary sheets and chat to parents as they arrive. A detailed notice board and regular newsletters keeps them up to date with developments. This meaningful relationship between home and nursery contributes to children's continuity of care.

Partnership with parents and carers of the nursery education is good. Parental involvement is encouraged, for example, they may bring objects for the colour table. Children's curriculum activity plans are displayed in the rooms for parents to view and are also discussed informally. Parents can look at their children's assessment records at any time. They talk enthusiastically about the copies they receive each term and are particularly pleased with the colouring in sheets children take home, however, parents are not provided with any written information about the Foundation Stage and early learning goals, therefore, they are not fully informed about the children's learning program.

Children develop a strong sense of belonging. They happily select activities which helps to make the environment relaxed, bright and attractive to the them. They confidently contribute to the life of the nursery with staff valuing children's ideas and respecting their individuality. They begin to develop positive attitudes towards others as they play with different nationality dolls, small world people in wheelchairs, dress up, do puzzles and look at books. They learn about their own and others culture through celebrations, such as birthdays, Christmas or Chinese New Year. Activities are non gender specific and all children are encouraged to play with the toys.

Children's self-esteem is nurtured in a positive environment, where they are encouraged to feel good about themselves. Staff use good strategies to manage their behaviour. They are calm and consistent in their approach and reinforce the children's good behaviour through constant praise and encouragement. They are very attentive and younger children enjoy their close contact as they play with the toys or show signs of tiredness. More-able children are encouraged to share, take turns and be kind to each other. They are well occupied and very involved in their play and as a result behave very well. They are confident to relax in staff's presence, for example, as they sit together and chat at meal times. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children's well-being is promoted in a caring environment. There are effective systems for the recruitment, induction and appraisal of adults who care for the children. There is written confirmation that staff are vetted and effective procedures so persons not vetted are not in contact with the children. Training, such as first aid, safeguarding and food safety, assist staff in providing an effective service for the children. All the regulatory daily documentation is in place, stored with regard for confidentiality and made available for inspection. There are written

policies but the child protection policy, complaints records and parental consent for day trips lack minor detail.

Children benefit from the experience of qualified staff who provide a stimulating and welcoming environment. They are cared for in three age related groups and every child has a named key worker, contributing to their happiness, confidence and strong sense of belonging. Staffing ratios exceed requirements, providing high levels of individual and group support for children. The environment is creatively organised by staff allowing for both active play and relaxation. There is a broad balance of activities, assisting children to develop their independence and pursue activities that appeal to them with their friends. The garden area is still being developed, therefore, opportunities for children's continuous play is not yet fully promoted.

The quality of leadership and management of the nursery education is good. The manager effectively monitors the activity plans, and organises regular room and staff meetings, which help staff share ideas. There is a strong commitment to improving the care and education for all children. Staff are provided with good opportunities to enhance their own self development. They have access to resources materials and regularly attend training courses, for example, 'Birth to three matters' framework, 'Outdoor play' and 'Communication, language and literacy'. The manager has introduced a training book to summarise what they have learnt to share with colleagues, further contributing to the quality of care and learning offered.

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

### **Improvements since the last inspection**

At the previous inspection three recommendations were raised to meet the National Standards and improve the quality of care. These referred to health, positive contribution and organisation. They have introduced fresh foods, increased the range of positive image resources, reviewed the child protection procedures, equal opportunities policy, and the complaints and visitors records. Four recommendations were also raised to improve the quality and standards of nursery education. They have reviewed the assessment records, improved the mark making area and book areas, increased opportunities for children to gain independence, and displayed the activity plans. Therefore improving the quality of care and nursery education offered.

### **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 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):

- continue to develop the children's outdoor play area
- review the complaints records, parental consent for outings and child protection policy