

# Walton Kiddiwinks Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	322385
<b>Inspection date</b>	04 March 2008
<b>Inspector</b>	Suzette Butcher
<b>Setting Address</b>	54/56 Grey Road, Walton, Liverpool, Merseyside, L9 1AY
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<b>Registered person</b>	Walton Kiddiwinks Nursery
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Walton Kiddiwinks Nursery was registered in 1998. It is privately owned and managed. The nursery occupies the ground floor of a large detached Victorian house in Walton, Liverpool. All children share access to a soft play area, sensory room and secure fully enclosed garden.

The nursery is open each weekday from 07.00 to 18.00 hours with the exception of bank holidays.

There are currently 53 children on roll, of whom, 5 are funded for early years education. Children attending primarily live in and around Liverpool. The nursery supports a small number of children with learning difficulties and children who speak English as an additional language. There are 12 staff employed, of whom, 11 hold appropriate early years qualifications and one is working towards a qualification. Advice is available from the local early years support workers.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children at the setting are developing a sound understanding of how to stay healthy. Freshly prepared, nutritious food is available each day and children enjoy a variety of well planned snacks and meals. A choice of fresh fruit or chopped vegetables are often available at snack time and children are encouraged to try new tastes and textures. The cook takes an active role within the nursery where she relates warmly to staff, parents and children. She regularly consults parents, staff and children about their preferences, and reviews her menus accordingly. Children's individual dietary needs are recorded and met at all times. A choice of milk or water is available with meals. Fresh drinking water is available at all times, where children confidently help themselves when they are thirsty. Toddlers point to their cup or happily help themselves to a drink of water in their own feeder cup as they play. Young children are also offered drinks of water on a regular basis, and older children are reminded of the importance of drinking water after energetic games.

Children benefit from key staff holding first aid qualifications, which enable them to deal with minor accidents competently. Satisfactory hygiene routines are followed for personal care, such as nappy changing, to reduce the risk of the spread of illness. An effective partnership is maintained with parents to support children who are being toilet trained. The environment is generally clean and staff ensure that floors are cleaned after meals and bedding is washed regularly. Areas are maintained to an adequate temperature throughout the nursery. Staff promote clear hygiene routines with children across the age ranges, such as washing hands before eating or cleaning their face with a clean wet flannel after lunch. Children are beginning to accept responsibility for their personal care as they put on their own coats or use the adjacent toilets. However, staff do not actively encourage children to develop independence in their self-help skills during daily activities. This has a negative impact on children's independent learning.

Babies' individual routines and parental preferences are generally followed in daily routines. Toddlers rest or sleep on mats in a safe area after lunch. Babies and toddlers enjoy free play opportunities to explore their physical environment, as they gain confidence and learn to move with more control. Every child has fun experimenting with movement in the large soft play area. The outdoor play area provides many more interesting opportunities that promote children's health as they enjoy fresh air and physical exercise. Children eagerly put on their wellies and warm coats to play outside in colder weather. They have fun learning to use their bodies in different ways as they climb higher on the activity frame, balance on stepping stones or follow different pathways. Older children learn to position themselves in space as they pedal a bike or negotiate obstacles as they push a buggy. Babies and toddlers benefit from regular outdoor activities, where they wear appropriate clothing and enjoy walking on different surfaces as they test out their mobility skills.

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

The provision is satisfactory.

Children are cared for in different age groups by caring staff who are generally aware of their individual needs. Staff have a sound understanding of how to recognise and reduce potential hazards and risks within the environment. Adequate risk assessment systems are followed before children play outside, and damaged equipment is promptly repaired or replaced to

protect children. Consideration has been given to the fire safety procedure which is regularly practised to promote children's safety in the case of an emergency. Staff to child ratios are suitably met and children are adequately supervised. The premises are secure with a clear record of the arrival and departure of visitors. Close circuit television is in place throughout the setting to further protect children. Effective procedures protect children on outings, and staff are aware of the procedures to be followed for missing or late collection of children.

Children learn about what is dangerous and how to keep themselves safe in topics about 'People who help us'. They are reminded that it is not safe to run around as someone may be hurt. Staff have a basic awareness of child protection issues and suitable procedures are implemented to safeguard children. However, information and contact details of the Local Safeguarding Children's Board is not available, which compromises the welfare of children and their families.

A wide selection of toys and equipment are available to provide suitable opportunities for children to play indoors and outdoors. Many resources are stored at a low level in labelled units around each play room. This provides opportunities for children to make their own decisions and choices as they access resources independently. Equipment is generally in a satisfactory condition and checked for safety on a regular basis.

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

The provision is satisfactory.

Children enjoy themselves in an environment where they relate warmly to key staff members which develops their self-confidence. They show interest in the activities provided, most of which are developmentally appropriate. Children's work is valued and displayed around play areas. This helps to develop children a sense identity and belonging in the familiar environment. Staff have attended training and demonstrate a sound understanding of the 'Birth to three matters' framework. Subsequently, they have introduced many aspects of the framework to provide wider play and learning opportunities for young children. For example, toddlers learn to use all their senses as they experiment with tactile resources in treasure baskets full of natural materials and objects. They enjoy banging pans with wooden spoon or make different sounds with shakers. They have fun exploring different consistencies as they create pictures from pasta, paint or string. Children develop a stronger sense of self when they play in the familiar sensory area and look at themselves and others in the carefully positioned mirrors.

Satisfactory systems for planning, observing and assessing children's learning are in place although these systems have recently been revised and are still in the early stages. Observations are recorded regularly and identify the next steps in learning for each child. The links between observation, assessment and planning are not fully secure to meet the needs of the individual children. enjoy free play sessions where they have fun dressing up, looking at books or playing in the low level sand tray.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound understanding and awareness of the early learning goals and the Foundation Stage curriculum. Children make steady progress within the Foundation Stage although staff do not fully understand how to organise and implement the curriculum to enhance children's learning. Staff have a limited understanding of how children develop communication, language and literacy skills and daily activities, such as learning letters and numbers from flash cards, lack imagination and purpose. This has a negative impact on children's learning and development. Nevertheless, most children

are confident communicators who actively engage in conversations with staff and each other. They confidently approach adults, ask questions and involve them in their imaginative play. Children are encouraged by supportive staff who show interest in what they have to say, and ask appropriate questions to extend their experiences and learning

Imaginative medium term planning is in place, and children are sometimes involved in organising future planning through group discussion. This provides some opportunities to explore and include children's interests and preferences. Planning is based on appropriate topics, such as pets and animals, holidays or people who help us, and includes stimulating relevant activities to develop children's play and learning. For example, children enjoy role play activities in a travel agents shop or look forward to a visit from real firemen. Record keeping is satisfactory and is based on observations of what the children do and evaluations of focus activities. Staff complete a Foundation Stage profile to record progress over time for each child. However, the next steps in learning for individual children are not clearly identified, and not considered to inform future planning. Consequently, planning is activity led and does not promote clear objectives for individual children.

Children happily choose their own activity and learn to make their own decisions in a well-organised play and learning environment. This helps children to develop confidence and positive self-esteem. Areas of continuous provision are labelled and designated for different activities. For example, children eagerly help themselves to crayons, glue, scissors and coloured paper to create their own pictures at the creative table. They confidently activate computer programmes or use a calculator in the office area. Children have fun initiating and developing their own role play games both indoors and outdoors. They pretend to be firemen, policemen or fierce tigers. Opportunities to experiment with different sensory materials, such as sand, water or paint, are freely available. Children confidently help themselves to further resources that are stored in labelled boxes. They accept responsibility for tidying away resources when they hear the bell ring for tidying up time.

Displays, posters and accessible books promote reading skills and children enjoy singing action songs and sharing stories. Mathematical understanding is developed through everyday activities and practical experiences. For example, children confidently complete basic calculations, when they explain that there are two big pairs of binoculars and one small one which makes three altogether. Children learn more about their environment and the natural world in the outdoor play area where they plant bulbs and watch flowers grow, or experiment with water flows with different pipes and channels. Celebrating Chinese New Year provides opportunities for children to learn about the wider world. They have fun making moon cakes, lanterns and Chinese bracelets together.

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

The provision is satisfactory.

Children are generally settled and well-behaved in the nursery. The relaxed and amiable relationships amongst the staff and with the children's families, is reflected in the friendly relationships throughout the nursery. Sharing, turn taking and cooperative play is actively promoted by staff. Consequently, older children remind each other that it is fair to share their toys. Minor disagreements are dealt with in a way that is appropriate to each child's age and stage of development. For example, younger children are gently redirected when they squabble over the same toy. Older children learn to understand and respect house rules as they follow clear boundaries, such as respecting the rule that they cannot play on the outdoor slide if it is wet.

Equality of opportunity is supported as children are invited to share the same toys and activities. Older children enjoy learn about different cultures when, for example, they have fun eating food with chopsticks or creating lanterns as they celebrate Chinese New Year. Access to suitable resources and appropriate activities develop children's understanding and awareness of diversity in the wider world. The inclusive ethos and caring staff ensures that children with learning difficulties or disabilities are supported adequately. Staff are aware of the additional needs of the children for whom they are responsible. They develop effective relationships with parents which enables them to meet the needs of the children appropriately. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. Parents state that they are happy with the quality of care provided for their children. They comment that they know who to talk to if they have any concerns and find staff very friendly and approachable. The setting's policies and procedures are discussed and agreed with parents and carers when children join the nursery. A written procedure for parental complaints is in place and a record of complaints is displayed. However, the procedures do not include all required details, such as time limits. This compromises parents' access to information. Notices and letters keep parents informed about significant events. Information is shared informally at hand over times and a daily diary is maintained for younger children with basic information on diet, nappy changes and sleep. This promotes effective continuity of care. Parents are aware that they are welcome to look at their child's progress records at any time or discuss any concerns. Nevertheless, opportunities for parents and carers to share information and discuss their child's progress more fully with staff are limited. This restricts the opportunity for parents to become actively involved in their child's play and learning.

## **Organisation**

The organisation is satisfactory.

The quality of leadership and management is satisfactory. Appropriate employment procedures are in place to ensure that all staff are suitably vetted and that children are protected. Staff meetings are held regularly and appraisal meetings create opportunities for management and staff to identify individual needs and discuss issues within the setting. The ongoing suitability of staff is monitored adequately by management. The setting's main areas for improvement are identified by management and improvement programmes implemented. For example, improvements to the outdoor play area have recently been identified as a priority area. The quality of teaching and learning is monitored informally as management observe and discuss issues with staff during their daily routines. Staff have responded positively to advice and support from the local early years teacher and consequently, a satisfactory framework for planning and recording is in place for different age groups. However, management procedures to monitor the overall quality of education, and evaluation of its impact on children's learning are not fully established. This has a negative impact on children's progress.

Child to adult ratios are maintained and a secure key worker system provides consistency and continuity for children and families. Staff are well qualified and continue to attend appropriate training to increase their knowledge and enhance their skills. Staff are deployed effectively throughout the setting to provide appropriate support for children. However, rigid daily routines are followed and generally organised to meet staff requirements. Consequently, routines are not always planned or flexible enough to meet children's individual preferences and needs.

Appropriate documentation is in place and stored securely. Staff sign that they have read and understood the setting's policy documents. Policies and procedures are reviewed and amended on a regular basis and confidentiality is respected.

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

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

At the last care inspection, the providers agreed to revise their documentation for child protection and recording significant incidents. Appropriate changes have been made to safeguard children.

At the last inspection of nursery education, the providers agreed to improve resources and opportunities to develop climbing and balancing skills, calculation and problem solving, role play and knowledge of technology. Improvements have been successfully implemented to extend children's play and learning activities in these areas. The providers also agreed to develop the staff teaching skills so they can consistently challenge the older, more able children and further develop the staff knowledge of curriculum planning, in order to produce plans that match the stepping stones and identify the learning outcomes. Systems have been reviewed to link planning to learning outcomes and staff training programmes are in place to improve the quality of early years education.

### **Complaints since the last inspection**

There have been two complaints to Ofsted since April 2004. Ofsted received concerns in May 2005 in relation to National Standards 6 - Safety and 12 - Working in Partnership with Parents and Carers. The Complaints, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Two actions were raised in relation to National Standards 1 - Suitable Person and 14 - Documentation. Ofsted are satisfied the provider remains qualified for registration.

When Ofsted received concerns relating to National Standard 6 - Safety, National Standard 7 - Health, National Standard 11 - Behaviour and National Standard 12 - Working in partnership with parents and carers. An Ofsted inspector visited the provision in September 2007. Actions were raised and satisfactorily met by the registered provider. 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT 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):

- increase opportunities for children to develop independence in all areas of daily living
- review child protection policy and procedures to include details of the Local Safeguarding Children Board
- revise the procedures for parental complaints to include time limits and appropriate information for a log
- improve the flexibility of daily routines to meet children individual needs.

### **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):

- increase staff's knowledge and understanding of how to develop young children's communication, language and literacy skills
- further develop the links between the observation, assessment and planning systems to predict next steps for individual children to share with parents and inform future planning (also applies to care)
- increase opportunities for parents to become actively involved in their child's play and learning (also applies to care)
- improve systems to effectively monitor and evaluate the quality of teaching and learning (also applies to care).

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)