

Kids.Com Private Day Nursery

Inspection report for early years provision

Unique Reference Number	322992
Inspection date	14 November 2007
Inspector	Jannet Mary Richards
Setting Address	Throstlenest Avenue, Wigan, Lancashire, WN6 7AS
Telephone number	01942 703 002
E-mail	
Registered person	Janet Gorton & Kim Marsden
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 inadequate – notice of action to improve. The registered person does not meet 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?

Kids.Com Private Day Nursery and Out of School Club opened in May 2000. It is privately owned and operates from a converted school building on the outskirts of Wigan town centre. The children have use of two large play rooms and an enclosed outdoor play area. The group serves the local area. The setting opens from 08.00 to 18.00 five days a week, all year round. It provides a day care service to pre-school children from 2 years of age, and a before and after school club for older children.

There are currently 63 children on roll. This includes 12 children who are in receipt of nursery education funding. Children attend for a variety of sessions. There are no children currently attending who have an identified disability or learning difficulty. There are no children currently attending for whom English is an additional language.

Ten staff work with the children, of whom 7 have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. The staff team follow effective procedures to ensure that any risk of the spread of infection is minimised. They wear disposable gloves and aprons to change nappies and to serve snacks and meals, for example. The children learn about the importance of good personal hygiene when they wash their hands before meals. The staff talk to them about washing off the germs to develop their understanding. In addition posters are displayed above the sinks to remind the children to wash their hands. Children's individual health and medical needs are accommodated well. Some staff have received medical training in order to undertake specific procedures to ensure that children's individual health needs are well met.

The children benefit from a healthy diet. Each day they are provided with nutritious meals made with fresh produce. They are offered a choice of meals in order to accommodate their preferences and dietary needs. The children clearly enjoy mealtime. They are supported well by the staff who ensure that mealtimes are enjoyable occasions. The children can access fresh drinking water and healthy snacks, such as bread sticks and fruit, whenever they are hungry or thirsty. This allows the children to develop independence and self help skills well, in addition to encouraging them to recognise their own needs.

Each day the children spend some time outdoors in order to benefit from fresh air and exercise. They play with a suitable range of toys which allow them to develop their coordination and physical skills. In addition they visit an indoor play centre and local parks, which provide additional play experiences to promote their physical development and enjoyment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and parents are made to feel welcome in the nursery. Photographs of the children at play and space for children to store their pictures and coats, helps to give the children a sense of belonging. Children have access to comfortable areas where they can rest and relax, in addition to space to move around and play. They can reach a suitable range of age-appropriate toys and equipment, which ensures that they have sufficient choices about what they do.

The children are well supervised at all times to ensure that they can play safely. The staff are vigilant in ensuring that at least two members of staff are available in each play room to support the children and maintain their safety. The play areas are safe, overall, with potential risks identified and appropriate action taken to minimise risks to children. The staff have a suitable understanding of procedures in order to safeguard the welfare of any children they may care for.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and content in the nursery environment. The relatively small nursery environment, ample staff numbers and allocated key person systems ensure that the staff get to know the children well. This allows the children to feel secure and develop positive relationships with the staff who care for them on a daily basis.

The younger children attending the nursery enjoy a suitable range of play activities which promote their learning and development. They particularly enjoy exploring different materials using all of their senses. They spread glue and glitter onto paper, explore the texture and smell of shaving foam, and listen to the sounds which the lentils and dry pasta shapes make in a plastic tray. They show wonder and excitement as they blow different size bubbles in the outdoor play area. The children sing familiar songs each day and explore the sounds of musical instruments, which helps them to develop into skilful communicators. As they play the staff support them appropriately as they talk together about what they are doing.

The staff observe the children and note their developmental progress. The observation systems are not yet developed sufficiently to include parents observations and links to activity planning. This means that some opportunities to promote children's development may be overlooked.

Older children attending the out of school club appreciate the relaxed and informal environment. They chat informally to the staff and each other, and report that they enjoy attending the club. At the beginning of the afternoon sessions, when they are brought to the nursery from their schools, the emphasis is on providing them with a meal, which they clearly enjoy. Before and immediately after the meal they have limited choices of activities. Later in the session, however, they are free to choose whatever they wish to play with, and play an active role in activity planning. This means that, overall, they have sufficient choices about what they do.

Nursery Education

The quality of teaching and learning is satisfactory. The staff plan a broad range of activities which enable the children to make sound progress in each area of learning. They observe the children's progress and plan for their learning appropriately, though they do not yet involve parents in this process which means that they may overlook some aspects of children's development.

Children are happy and settled. They play well together and are considerate to each other. They are able to reach the toys and resources easily, providing them with opportunities to be independent and develop their own play ideas. For example, when playing in a water tray, a small group of children select boats and plastic fish from a container on the shelf to add to the tray as they talk about 'fishing in the deep blue sea'. As they play the children use language appropriately to negotiate, recall activities they have done and sometimes learn new vocabulary from the adults. They have access to suitable activities to make marks and develop their early writing skills.

The children use mathematical language appropriately in their play. They discuss going 'under' the parachute, for example, and compare the sizes of the big and small fish in the tray. They correctly notice that one box is heavy and another one is light. They count often as they play and most children can count confidently to five.

Children develop an interest in the world around them as they go on nature walks to find mini-beasts, or visit the local library and park. They find out what happens and notice changes when they place ice cubes in a warm place and compare them to the ones they leave in a cold place. They have suitable opportunities to join and connect using different materials, such as boxes, in addition to construction toys. They express their own ideas confidently in the creative area, using a range of paint and collage materials. In addition they enjoy singing on a regular basis and re-creating familiar scenes from home in the role play area.

The staff support the children generally well as they play. They observe the children closely and replace activities which the children are not interested in. However, they often miss opportunities to develop children's ideas and thinking by talking to them and questioning them meaningfully about what they are doing. This means that children do not always gain the most from their play.

Helping children make a positive contribution

The provision is inadequate.

Most of the time the staff interact with the children appropriately. They use some praise and encouragement to promote positive behaviour. However, the management of children's behaviour, overall, does not promote their self-esteem effectively enough. For example, there are times when staff give the children reward stickers to manage the group of children, rather than as a reward for positive behaviour. In addition, on the occasions when children present with more challenging behaviour, the staff team are unable to manage it appropriately. They are unclear as to how to support the children in a positive manner which is appropriate for their age and level of understanding. This approach results in a small number of children receiving negative messages and unrealistic targets for behaviour which undermine their self-esteem. The staff team do not work in a consistent way to manage challenging behaviour, which leads to children receiving conflicting messages. The behaviour management policy has some content which is unhelpful in supporting children's behaviour management. This means that, overall, children's spiritual, moral, social and cultural development is not fostered.

The staff have a suitable awareness of procedures to support children with a disability or learning difficulty. They spend time discussing children's needs, routines and interests with parents which allows them to be responsive to individual children. The information relating to individual children is recorded and maintained. However, there are times when this information is not treated as confidential, and sensitive information is accessible to other parents. This means that children's privacy is not always respected. The staff have positive relationships with parents, who are made to feel welcome in the setting. Partnership with parents of children in receipt of nursery education funding is satisfactory. Parents are invited to evenings when they can discuss their children's progress and learn about the activities available. This is supported by written information made available in the entrance hall and regular newsletters which keep parents informed about learning activities and themes.

The children have access to a suitable range of resources and activities which raise their awareness of differences. They celebrate a range of cultural festivals, for example, such as Diwali, Christmas and Hanukkah.

Organisation

The organisation is inadequate.

Children are cared for in an environment which is welcoming and suitably organised to meet their needs. Effective procedures ensure that children's health is well promoted. The staff team work together generally well. They are deployed appropriately and there are good staff to child ratios which allow the staff to supervise the children well. The nursery environment is appropriately organised to support children's care, learning and play.

The leadership and management of the nursery education are satisfactory. There are suitable procedures in place for the monitoring and evaluation of the educational provision. The staff

attend training on a regular basis to ensure that they have an up to date knowledge of the Foundation Stage, in order to provide appropriate learning activities for the children.

Policies and procedures are followed effectively by the staff on a daily basis to ensure that children are safe and cared for appropriately. However, the documentation and procedures relating to the management of behaviour and storage of confidential information do not respect children's privacy or promote their self-esteem effectively.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

Since the last inspection the setting has made good progress on a number of actions and recommendations identified. The staff team have reviewed the layout of each of the nursery rooms to provide the children with more access to toys and equipment, including resources which reflect positive images of race, culture, gender and disability. This has significantly increased the choices of play materials and the opportunities for the children to extend their own play ideas and learning. In addition the development of the creative areas and role play areas with a wider range of resources has increased the opportunities for children to be freely creative. The activity planning systems have been developed to provide a wider range of activities which are linked to children's age and development. By successfully addressing these recommendations the children now have increased choices which promote their development and learning.

The setting has also reviewed procedures to ensure that parental consent is obtained before administering medication to children. Risk assessments have been developed to identify and minimise any risks. The loosely fitting carpet in the hall continues to feature in risk assessments. This issue is currently being addressed by the providers. By addressing these issues the setting has increased the measures in place to keep the children safe and to ensure that regulations are met.

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 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- put measures in place to develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
- review the behaviour management policy to ensure that methods used to manage children's behaviour promote their welfare and development
- ensure that privacy and confidentiality are maintained in relation to personal information about individual children.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- develop the quality of the interactions and questioning between staff and children during play, to increase the challenges for the children in each area of learning
- further develop the procedures to involve parents in the assessments of children's progress (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