

Kindercare Tweenies, Tinies and Starters

Inspection report for early years provision

Unique Reference Number	501898
Inspection date	17 January 2008
Inspector	Liz Whitehead / Ann Webb
Setting Address	201 Otley Road, Far Headingley, Leeds, West Yorkshire, LS16 5JY
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Registered person	Kindercare (Harrogate) 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?

Kindercare Tweenies and Tinies opened in September 1999 with the pre-school section opening in January 2000. The nursery operates from a modernised school in the Headingley area of Leeds. It is privately owned and is part of a nursery chain run by Kindercare Ltd. The nursery is open each weekday from 07:00 until 18:30 throughout the year. All children share access to an enclosed outdoor play area.

A maximum of 130 children may attend the nursery at any one time. There are currently 203 children under the age of five years on roll. Of these 41 children receive funding for nursery education. The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language. The nursery employs 33 staff, 29 of whom hold an appropriate early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are very good levels of cleanliness within the nursery and children effectively learn about the importance of good personal hygiene. They consistently wash their hands prior to having meals, after playing outdoors and using the toilet. Staff actively reduce the risk of cross infection and ensure that there is always plenty of liquid soap and towels readily available. Staff instinctively explain to children that they must cover their mouth and nose when coughing and sneezing to prevent the spread of germs. To further reduce the spread of infection, all parents are made aware that the setting does not care for children who are ill. Children with an infectious illness are expected to stay at home.

Staff work closely with parents and ensure that all special dietary requirements are fully adhered to. Snack time is a very relaxed occasion with children independently accessing fruit and water as required. However, mealtimes are not used effectively to promote children's independence as they are unable to serve themselves or influence their portion size. Children are encouraged to eat healthily and enjoy freshly prepared, nutritious meals. They are learning about keeping themselves healthy and know that fruit is good for them.

Children have daily opportunities for fresh air and large physical play. They happily play outdoors in most weathers, including the rain and thoroughly enjoy playing indoors in the soft play room. However, they all play out together and are not offered a choice if they wish to stay inside and complete their activity. Older children realise the effect that exercise has on their body and state that they are tired as they have been running. Young children experiment moving in a range of ways, for example, crawling, walking, rolling and standing with adult support, which develops their coordination. Children sleep according to their own routines and their parents' wishes.

Children are aware of their personal space and carefully manoeuvre around fixed objects and people when walking, running and pushing shopping carts. Most three and four-year-olds confidently jump on the space hoppers and are able to make them move very fast. Older children judge their own body size well and are really proud when they climb through the window of the playhouse. Children confidently use one-handed tools and equipment with ease, such as spades, rakes, paint brushes and pencils. Older children independently manage the scissors effectively to cut paper and younger children do this with adult support.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff are fully aware of the signs, symptoms and procedure to follow if they have concerns regarding a child in their care. Most of the staff have attended child protection training to update and increase their knowledge, awareness and confidence in dealing with any issues. Staff are fully aware of the importance of recording existing injuries to children. They ensure that these are countersigned by the parents, who are also made aware of the nursery's duty to report any concerns to the appropriate agencies.

Children are further protected as the staff clearly record details of persons authorised to collect children. They rigorously implement this and do not allow children to leave the setting with anyone other than those named. Staff have a sound understanding of how to keep children

safe and mostly take appropriate steps to minimise hazards and risks to children. For example, finger guards are fitted to all the doors, to prevent children from trapping their fingers. However, the door to the milk room in the Tinies area is not secured to prevent children from opening it.

Very effective systems are in place to prevent children from leaving unaccompanied and from unwanted persons entering the premises. These include a buzzer entry system where parents and visitors must be admitted by a member of staff, and a record of visitors is consistently maintained. Additionally, the playrooms are covered by close circuit television cameras to further enhance children's safety.

Children understand about evacuating the building in an emergency. Regular practises take place to ensure that all children and staff are familiar with the procedure for leaving the building quickly, calmly and safely. Written information is clearly displayed to ensure that all parents and visitors are fully aware of the procedure.

Children learn about keeping themselves safe through activities and discussions. For example, staff talk about not throwing the sand as it will hurt their eyes. Staff also discuss with children about looking behind them when reversing on the bikes so that they do not bump into anyone. Staff caring for younger children instinctively place their hand over the table edge to prevent the children from banging their head.

Helping children achieve well and enjoy what they do

The provision is good.

The staff are caring and kind, attentive and are interested in the children and value what they say and do. All children benefit from good quality interaction with the staff. Those working with the younger children have attended 'Birth to three matters' training. They implement the framework well and planning and assessment systems are suitable for this age group.

Activities are planned in advance but remain fully flexible to allow for spontaneity and for children to initiate them. A wide range of resources are available for children to freely access. These include; books, train tracks, dressing up and construction toys. Children state that they like to play at the nursery and particularly enjoy making things, playing outside and with their friends. The staff balance their time carefully to allow children to play and learn independently as well as giving time to support and encourage them.

Staff nurture children's creativity very well and provide a wide range of sensory and creative activities. All ages of children are encouraged to express themselves through a variety of media, such as paint, glue, spaghetti and soil. Young children particularly enjoy exploring the texture of the paint using their body, hands and fingers. Children spontaneously move and sway to the music playing, which encourages them to experiment with how their body moves. However, the volume sometimes limits children's ability to effectively communicate with their peers and the staff.

Children develop an active imagination and thoroughly enjoy dressing up in a wide range of outfits. Role play situations are enhanced through the provision of shoes, hats, bags and telephones. The children show a range of emotions, for example, pride and humour when they look at themselves in the mirror. Young children concentrate well and spend a long time exploring and investigating the natural and synthetic resources. They use the resources well and improvise

when playing in the home corner. They use the play fruit as balls to practise throwing, catching and kicking.

Nursery education.

The quality of teaching and learning is good. Staff have attended training regarding the Foundation Stage and effectively put this into practice. Therefore, children are motivated, keen to learn and enjoy trying new experiences. The staff demonstrate a sound knowledge of how children learn through play and hands-on opportunities and provide a wide range of activities and experiences to cover all areas of children's learning. The planning is flexible, understood by all staff and ensures that learning intentions are identified. However, the next steps for individual children's learning are not identified.

Children have a real sense of belonging and most children separate from their main carer with confidence. Staff are readily available to support any children who require comfort and reassurance. Children eagerly seek out their friends to share their experiences. Older children are fully confident and openly approach both familiar and unfamiliar adults to initiate activities and conversations. They are very confident at making their needs known and tell adults when their chair is preventing them from running their car on their chosen path. The children move freely between the activities, confidently selecting what they wish to play with and are very familiar with the nursery routine.

Children really enjoy books and offer to 'read' them to adults. They turn the pages appropriately and recall familiar sections of the stories. They like to look at books independently and in small groups, although large group story times are poorly organised. Therefore, it is not an effective learning experience for all children. Additionally, books are not always in good order.

Some children can recognise their own name and occasionally that of their peers and are keen to practise writing these. Most children know the letter that their name begins with and more able children know the letter that their friends name begins with. They have many opportunities to see words and numbers as labels around the room. Some children talk freely about their home and community. For example, they talk about their forthcoming birthday party, who will be invited and the cake they have chosen.

Children are developing good counting skills and enjoy participating in counting songs and rhymes. They use these in daily play and a four-year-old spontaneously counts to 11 as they build with the bricks. The children understand and use positional language, such as in and out and the staff provide opportunities for them to describe size and shape through daily activities. Children are learning about volume, capacity and the related language through filling buckets and containers in the sand and water. When playing with the play dough they spontaneously describe it as flat and squashy.

Children are very interested in information and communication technology and follow simple computer programmes and operate the mouse with confidence. They show a keen interest in how things work and watch with fascination as water makes the wheel go round as it is poured into the water wheel. Children are beginning to know about their own traditions and beliefs and those of other cultures. Overall, children make good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers for funded nursery education is good. They receive a wide range of information about the educational provision through displayed information and leaflets. There are good opportunities for parents to become involved in their children's learning. These include; regular parents evenings, a self-registration system and parents contributing to their children's development records.

Children's individual needs are effectively met as the staff work closely with the parents and record all relevant information. They know the children, their routines and likes and dislikes well and they regularly offer comfort and cuddles to the children. Young children are always cuddled when being bottle fed to provide a pleasant experience for them. Children know that their personal belongings are always in their trays and on their pegs which are clearly depicted with their names and photographs.

The children behave well and learn right from wrong through the positive example of the staff. They consistently offer children meaningful praise and reward positive behaviour and achievements with words of encouragement. Any inappropriate behaviour is suitably managed through distraction and explanation. The children get on well together and happily help to tidy the toys away. The staff are polite and courteous to the children and encourage them to say 'please' and 'thank you'.

Children develop a positive attitude to others and enjoy celebrating a wide range of festivals, such as Eid, Diwali, American Independence Day and Christmas. Staff know children's individual abilities and offer additional support, as required. For example, sitting close by at meal times. All the toys and resources are readily available to all the children. Boys enjoy playing with the dolls and dressing up and girls enjoy building and playing with the cars. The children's spiritual, moral, social and cultural development is fostered.

Very effective systems are in place to keep parents fully informed of their children's care and well-being. These include, all parents receiving a handbook and further information as their children move into the next age group. The nursery encourages and welcomes parental views and feedback and parents confidently approach staff to share relevant information. Daily discussions keep parents fully informed regarding their children's activities. This is supplemented with written information for younger children.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. Although systems are not in place to regularly review the strengths and weaknesses of the setting. There is a clear management structure which all staff and parents are fully aware of. The manager and staff work well together as a team, each aware of their individual roles and responsibilities. They regularly seek advice and support from the local authority. The staff complete planning and children's developmental profiles are linked to the stepping stones.

Staff caring for children are suitable to do so. The recruitment and selection of staff is rigorous and the management ensures that relevant checks are completed prior to staff beginning work with the children. In order to protect the children, persons who have not been vetted are not

left unsupervised. All new staff receive a full induction in order to familiarise them with the settings' routines and policies and procedures.

Most of the staff hold a suitable qualification and a current first aid certificate. This enables them to care for the children effectively and to deal with any accidents appropriately. They are all committed and enthusiastic about their role and regularly access relevant training. For example, child protection, managing children's behaviour and the Early Years Foundation Stage. Adult to child ratios are consistently very good and staff are deployed well to enable them to best meet all the children's needs.

The setting is very warm and welcoming to children and their families, with pictures, posters and children's artwork displayed on the walls. This creates a stimulating and appealing environment. Children feel settled, secure and fully confident in the setting due to the effective settling in procedure. Space within the playrooms is used effectively to divide the areas of play, which provides the children with a familiar and secure environment. The setting operates a well established key worker system which all parents and staff are familiar with.

The setting is well organised and all the required documentation is in place. All sensitive records and information are appropriately stored to ensure that confidentiality is fully maintained at all times. The company's unique policies and procedures are readily available for parents to view. 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 develop the risk assessments and the resources. Full, written risk assessments, regarding the storage of chemicals are now in place. The children have daily opportunities to access resources that promote positive images of culture, gender and disability.

Additionally, they were asked to improve their resources, planning and organisation of activities for nursery education. Additional resources are now available and have been effectively organised to enable children to independently access them. Planning now covers all areas of learning.

These improvements enhance children's safety, well-being and learning.

Complaints since the last inspection

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.

Since the last inspection Ofsted received concerns relating to National Standard 1, Suitable Person. The concerns were originally shared with another agency. An inspector then visited the provision on 29 January 2007. One action was raised relating to National Standard 6, Safety. This has been satisfactorily met by the registered provider. Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigations were closed.

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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 develop children's independence at mealtimes
- ensure that the milk room in Tinies is inaccessible to children.

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):

- ensure that books are in good order and that story times are effectively organised to enable all children to fully participate and make positive contributions
- implement systems to assess the strengths and weaknesses of the setting and to plan for the next steps in children's learning.

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