

# Kirkby on Bain Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	253686
<b>Inspection date</b>	12 September 2007
<b>Inspector</b>	Sara Louth
<b>Setting Address</b>	Wharf Lane, Kirkby on Bain, Woodhall Spa, Lincs, LN10 6YW
<b>Telephone number</b>	01526 352228
<b>E-mail</b>	
<b>Registered person</b>	Kirkby on Bain Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Kirkby on Bain Nursery has been established since 1990 and is committee run. It is accommodated in the community hall which is sited on a quiet road in the village. There is one main room which is used for activities and the group has direct access to a small fully enclosed and secure outdoor play area. The group also has the use of the playing field as needed.

The committee delegate the day-to-day management of the group to a manager. She works closely with a team of five staff. There is an appropriate level of training and experience within the staff team. Three members of staff have childcare qualifications and three members of staff are undertaking an National Vocational Qualification (NVQ) Level 3 in childcare and education. A volunteer works regularly at the setting as part of Level 2 NVQ training.

The setting is open each Monday, Wednesday and Friday between 09:05 and 15:15 during term time. Additionally, they are open each Tuesday and Thursday between 09:05 and 12:00.

The majority of the children who attend the nursery live locally or travel from surrounding villages. Children are accepted between the ages of two and five-years-old. The provision is registered to accept up to 24 children at each session. They receive Nursery Education funding

for three and four-year-olds. There are currently 22 children on roll of whom 17 children are in receipt of funding.

The nursery has developed links with the local school and other members of the community.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted through staff implementing good health and hygiene routines. Premises are kept clean well since staff follow a cleaning rota and policies are in place contributing to protecting children's health such as for sick children. Children's health is additionally well maintained because all staff hold current first aid certificates so any accidents that may occur can be dealt with appropriately. Children are learning good personal habits. For example, they consistently carry out hand washing before eating and after going to the toilet. They are made aware of their own needs by staff asking them if they are hot with their jumper on, teaching them that removing their jumper makes them feel cooler.

Children's dietary needs are met through the provision of a mid-morning snack that takes account of healthy living and any allergies. Children sit around one table to enjoy a variety of fresh fruit such as banana and orange. Occasionally they eat biscuits that they have baked and children bring cake in to share when it is their birthday. Staff are highly aware of any allergies and conscientious in ensuring children are included while being kept safe. One child with an allergy enjoys biscuits specially baked without egg. Children pour themselves drinks of milk or water with snack and water is freely available throughout the session, easily accessible by children. Snack is organised so children develop social skills and become more independent. However, the whole procedure takes a long time, and children are required to sit and wait for long periods of time so they become restless.

Children benefit from plenty of fresh air and exercise through playing energetically outside which promotes their well-being. They go outside everyday to develop their whole body strength on activities such as riding bicycles and running. Children have fun outside as they play with bats and balls showing developing hand-eye co-ordination. They show control and the ability to negotiate space when riding the bicycles. Staff try to ensure children are outside at least half the time they are at the setting since it is good for their health. Children have opportunities to try lots of activities to promote their skills such as balancing and large muscle skills. They play obstacle races, football, and go to school to use the playground and school field to use the 'Trim Trail'. The nursery is currently fundraising to buy a new climbing frame specifically designed for young children.

Children have opportunities to develop their small muscle skill abilities and show good concentration as they manipulate play dough, draw with pens and thread teddies. Staff are positive about ensuring children get outside and provide activities linked with each area of learning outside in good weather.

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

The provision is good.

Children are cared for in a safe and secure environment where staff take positive steps to minimise risks. For example, they carry out visual daily safety checks of the premises to reduce

the risk of hazards. Children learn about keeping themselves safe as staff explain reasons for particular rules and actions. They know that any spillage needs wiping immediately so that they do not slip, fall over and hurt themselves. Fire safety precautions are in place and staff practise emergency evacuations regularly with the children to ensure they know what to do in the event of a fire and, therefore, protect them from harm.

There is a welcoming, attractive and stimulating environment provided for the children. Staff have repainted some areas of the setting and hung new, brightly coloured curtains in two areas. Children's work is displayed attractively to reinforce their learning and show their efforts are valued. The room is set out with very good use of space enabling children to move around safely and freely, and to encourage their independence. For example, children confidently access the role play area and help themselves to resources from labelled drawers. Other resources are stored in clear boxes so they are highly visible to the children and they can ask to have them brought down. The premises are mainly suitable for their purpose and meet the children's needs. However, there are no separate toilet facilities for staff.

Children are well supervised since the staff are usually deployed well. They work together as a team and inform each other when children are moving from outside to inside and vice versa, or when they are leaving the room to prepare snack to ensure their safety and protect them from accidental injury. Children develop a good understanding of safety rules and learn to take responsibility for their own safety knowing, for example, not to run indoors.

Children's welfare is effectively safeguarded because there is a clear child protection policy in place which is understood by all staff. The child protection policy is shared with parents and reflects current local procedures. Two members of staff have attended training and two more are due to attend training soon ensuring children's safety.

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

The provision is good.

Children enjoy their time at the setting. On arrival they happily play with the activities available such as sand, colouring and jigsaws. A good variety of easily accessible activities is provided by staff each session for all children to use to develop their emotional, physical, social and intellectual capabilities. Staff plan activities linked to a theme and make reference to the 'Birth to three matters' guidance. Younger children are supported by staff differentiating the activities as appropriate. Children are encouraged to develop their thinking skills and extend their knowledge throughout the session as they initiate their own learning activities with staff sensitively following their lead. For example, two younger children choose to paint. One carefully sticks their finger tips in paint and prints on the paper. The other enjoys putting paint on the paper with a brush and watches the effect. A member of staff sits with them at the table and talks about the paint colour and effects to promote their learning.

Children are sometimes grouped according to age but mostly play with who and what they choose to ensure their interest and occupation. They understand the routines of the group and join happily together for group activities such as music and movement and registration.

### **Nursery Education**

The quality of teaching and learning is satisfactory. A mix of adult-led group activities and child-initiated play ensures children are motivated and engaged in a range of developmentally appropriate activities. The manager and staff have knowledge of the Foundation Stage and

plan activities across all six areas of learning. They use teaching methods such as effective questioning to develop children's learning. For example, a member of staff joins a child making a play dough ladybird. She extends the child's mathematical thinking by asking how many spots are on the ladybird and how many more will be needed to make 10 altogether. This encourages children to persevere and maintain interest in activities.

The manager does all the planning and asks staff for their input at staff meetings. Planning links to a theme each term and shows general related activities to cover one or two stepping stones from each of the six areas of learning every week. Each member of staff is responsible for planning a session a week and chooses one of the general related activities to provide. They verbally inform the rest of the staff of their plans. The weekly planning sheet is completed every day, usually in retrospect to allow for recording of child-initiated activities. The manager completes observation sheets daily linked to a specific activity and activities are evaluated. However, these observations are not used to inform future planning to move the children on to their next steps in learning. Staff know the children well and informally adjust activities to meet their needs.

Individual children's starting points are discussed with parents and the information they provide covers areas such as enjoyment of books, colour and shape recognition. Assessments of children are good and ongoing observations include useful information. However, the observations are not linked to stepping stones or areas of learning. Therefore, it is unclear how much progress children have made and the level of attainment they are achieving.

Children enjoy all areas of learning and demonstrate good levels of concentration. They are confident as they arrive at the setting and greet their friends and staff happily. During registration children work as part of the whole group and are encouraged to participate in activities to develop their knowledge such as of the days of the week and use counting skills in meaningful situations. They join in activities and have a positive attitude to learning.

After registration the children have free choice of the activities they wish to use. All activities provided are designed to cover each area of learning and promote children's knowledge and learning. Children show interest and concentration in their self-chosen activities. They are self-assured in their play, negotiating and interacting well with their peers. Children are aware of their own needs and show independence as they help themselves to aprons and resources from storage drawers. They have free access to the book area and a mark-making table to help promote their pre-reading and writing skills. Good staff deployment means children have their child-initiated interests developed such as mark-making. This leads to learning correct pencil grip and letter formation and sounds. Children show they are developing good pencil control. One child writes her name and excitedly moves around the whole room showing each member of staff saying proudly 'Look. I wrote my name by myself.' Children have access to mathematical resources to reinforce their knowledge of counting, size and shape recognition skills. They demonstrate knowledge of circles and squares when playing with compare bears and confidently count children when lining up at the door to go out to play. Children are developing good mouse skills when using the computer and have been involved with growing plants in the outside area. They show good use of imagination when playing with cars and dinosaurs in the sand tray. Children have fun dressing up and using water and paintbrushes outside to freely express themselves. They have lots of opportunities to develop their small hand skills, for example, threading bears and drawing with pens and they enjoy singing action songs as part of a group.

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

The provision is good.

Children, parents and carers are welcomed into the setting. They are very settled since they benefit from close relationships with the staff who know them well. Children's individual needs are met as staff gather information about children, their abilities and requirements, as soon as they start. All children are assigned a keyworker and are treated with equal care and concern. Staff are aware that some children may have learning difficulties and/or disabilities. They have a positive attitude to adapting the rooms and resources as required and are happy to undertake training if required to be able to meet all needs fully.

Children's spiritual, moral, social and cultural development is fostered. They are learning right from wrong and learning positive strategies for working together such as taking turns with the help of a sand timer. Children's behaviour is good because staff use praise and encouragement to help develop their self-esteem. They thank children for sitting and listening and reward positive behaviour with stickers. Staff are consistent in their use of behaviour management techniques and are good role models. Children have opportunities to learn about the wider world and other cultures. They learn about festivals such as Diwali and Christmas and experience a range of related resources that reflect positive images of diversity which helps to promote children's understanding.

The partnership with parents and carers is satisfactory. All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Parents are kept informed of relevant information regarding the setting, its policies and procedures verbally and through information displayed on the foyer wall. Parents are told about the Foundation Stage curriculum when their child first joins the nursery, the six areas of learning are mentioned in the parent brochure and planning is put up on the wall.

Children benefit from the good relationships fostered with parents and carers and they are encouraged to be part of their children's learning through bringing in resources for the themes. Staff make displays of photos in the foyer of the children undertaking activities so parents are able to see what they have been doing. They are available at the beginning and end of every session for exchange of information. Children's records are available to be seen whenever parents ask.

## **Organisation**

The organisation is good.

Children are relaxed and happy in the setting. They approach staff for cuddles if required or to talk to them. Children are cared for by qualified, dedicated staff who know the children well and have good knowledge and understanding of child development. The well-organised environment and supportive staff provide children with experiences that promote children's enjoyment and their ability to take an active part in the setting. Sessions have some structure with clear routines which help children settle and become confident. However, staff deployment is not always optimum. This is particularly noticeable at snack time where poor staff deployment and structure results in children sitting at the table for long periods of time leading to a deterioration in behaviour.

Operational policies and procedures are in place to promote children's care, learning and development. They are in the process of being reviewed and updated in line with current practice and legislation. All policies and procedures are shared with parents and contain the required

information ensuring children's needs are met and promoted. The setting is currently advertising for a new member of staff trained to Level 3 as the manager is also covering the role of deputy. Overall, children's needs are met.

The leadership and management of the setting is satisfactory. Staff are a committed and supportive team who undertake courses and training and are willing to make changes for improvements to the provision of Nursery Education. They are intending to make more use of the external support services for guidance especially as the manager is new to the role. The setting has built close links with the local primary school often using their playground and school field. The reception class teacher visits the setting so the children are more confident with their transition from nursery and have continuity of learning. Staff informally monitor and evaluate the effectiveness of the provision, the activities and observations. However, they do not currently use their assessments and observations to inform planning and they do not link them to the related stepping stones to show the progress that the children are making.

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

At the last inspection under care the provider was asked to include a statement about bullying in the behaviour management policy and procedures.

The behaviour management policy and procedure has been updated to include all necessary information. This protects children's welfare.

At the last inspection under nursery education the provider was asked to continue to develop planning and assessment records to more clearly identify which stepping stones are being used.

Staff have developed the planning and assessment records to show the specific stepping stones being covered. There is now a better framework for children's care and learning in place.

### **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 good. 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):

- review staff deployment especially regarding organisation of snack time
- provide separate toilet facilities for adults.

### **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 observations are linked clearly to the stepping stones to show children's progress
- ensure planning shows next steps for 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](http://www.ofsted.gov.uk)