

Kid Ease Day Nursery

Inspection report for early years provision

Unique Reference Number	EY276220
Inspection date	03 July 2007
Inspector	Christine Ann London / Pauline Margaret Todd
Setting Address	Kid Ease At County Hall, On The Boardwalk, 41 Harriet Court, Norwich, Norfolk, NR1 2DG
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Registered person	Kid Ease 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 satisfactory. 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?

Kid Ease Day Nursery, On The Boardwalk, opened in 2004. It is located within the grounds of Norfolk County Hall, in Norwich, Norfolk. A maximum of 61 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. All children have access to an enclosed outdoor play area.

There are currently 35 children aged under five years on roll. Of these 11 children receive funding for nursery education. The nursery provides a number of priority places for employees of Norfolk County Council and also serves the local area. Children may attend a variety of sessions each week. Overnight care is not provided. It supports children with learning difficulties and/or disabilities and those who have English as an additional language.

The nursery employs 13 staff. All of the staff, including the manager, hold appropriate early years qualifications. Three staff are working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning how to keep themselves healthy. Older children are becoming increasingly independent in their personal care. For example, they use the toilet and hand washing facilities independently. The older children help themselves to tissues to wipe their own noses and learn of the need to dispose of the tissues in the bin following use. Staff generally follow hygienic practices when changing nappies. They wear disposable gloves and aprons and changing mats are disinfected between uses. However, the arrangements for changing two-year olds in the toilet area, does not provide privacy or ensure good hygiene practices are always followed. It is the nursery's policy for nappies to be changed at set times during the day. This does not meet children's individual needs or make the routines personal. The current procedures for cleaning the premises and equipment are satisfactory. Although they are not effective in ensuring that all areas of the nursery and soft furnishings remain sufficiently clean. Cleaning tasks, such as floor washing and the emptying of bins are carried out while the children are still on the premises, disrupting their play and environment.

Children's medical and health details are clearly recorded, for example, asthma. Written permission is obtained from the parents to apply cream and lotions. For example, children having sun cream applied for protection before going outside to play. Staff follow effective systems which enable children who are unwell to be cared for appropriately. A sickness policy and exclusion times are in place for parents to readily access. For example, a poster informs parents of a current outbreak of Impetigo in the nursery. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident. Detailed records are kept for medication administration, for example, Calpol.

Children are well nourished. They are provided with nutritious, balanced meals and snacks which meet their needs. Children enjoy eating shepherd's pie, green beans and swede at lunch time and sandwiches with salad at tea-time. Vegetarian options are available at all meals. Those with allergies and preferences have their needs met appropriately because the parents have provided the setting with detailed information. The two-year-old children use cutlery to eat their lunch and babies are able to feed themselves using fingers, spoons and forks. The food is served at the tables at lunchtime to enable portions to be varied according to preferences. Children's independence skills are encouraged. For example, older children serve their own lunch and two-year-olds are confident to help themselves to further sandwiches at tea-time. Children of all ages have access to water to ensure they drink sufficient amounts to keep them healthy.

All children have regular times during the day to experience some physical activity and enjoy playing outside. However, the older children have limited opportunities to use challenging equipment to promote their physical development. The older children sing as they move to the taped music. They demonstrate suitable spatial awareness when moving around, for example, when moving around the room, they are aware of the need to walk and move carefully around the furniture.

Babies and toddlers are acquiring suitable control over their bodies. For example, when using the small climbing frame and splashing in puddles in the garden. However, there is no provision for physical play equipment indoors to enable them to take part in energetic play and develop their skills as they wish during the day. There is sufficient space for babies to be able to crawl and use pull-along toys to practise walking. Babies sleep in cots according to routines and other

children sleep on mattresses which staff have prepared for them on the floor after lunch. Children under three years are not provided with sufficient comfortable places to relax or sleep in their rooms when they want to. Older children are able to fulfil their own needs with regard to rest. They use cushions on the floor in the book area as they wish.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are safe and suitable. They benefit from being cared for in warm and welcoming rooms with suitable ventilation. There are very colourful displays of children's work on the walls and low nets and mobiles hanging from the ceilings, which help children feel secure and at ease in the setting. The rooms are creatively laid out providing children with separate areas for their play and learning. For example, sensory activities and mats on the floor for small scale play. Children use a range of equipment that is appropriate for their needs and conform to safety standards. They use furniture which is appropriately sized, for example, nursery chairs, cots and baby rings. There is a wide range of resources which are accessible from low storage units and trays to encourage self-selection and independence. For example, children help themselves to the train set and construction equipment. Children are confident to lift down containers of pots and pans, saying, 'I'm playing with this'.

Children are kept safe because staff use risk assessments to identify potential hazards and minimise risks for the garden and indoors. For example, the staff make sure the gate is secured while children play outside. Procedures for fire safety are simple and clear and staff understand their responsibilities and roles in the event of a fire. However, the recording of fire drills is brief and not sufficient to monitor the effectiveness of the procedures. There are secure procedures regarding entry to the building to keep children safe, an intercom system allows visitors into the nursery.

Children's welfare is well safeguarded because staff have a sound working knowledge of child protection procedures. They are aware of their responsibilities towards the children in their care and have attended training to update their knowledge. Relevant documentation and details of the referral routes are displayed.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children's welfare is promoted well because they take part in activities and play opportunities that develop their emotional, social and intellectual capabilities. They are happy and well settled. They play with a selection of toys and activities which are put out for them, for example, books, collage, small scale imaginative play equipment, sand and construction. Children of all ages enjoy playing outside. The staff use the 'Birth to three matters' framework to promote positively the development of babies and young children. They use it for reference when planning activities such as sensory experiences. Young children have the opportunity to explore a large area of shredded paper and investigate shaving foam. They feel different fabrics and textures and use activity centres which are visually appealing. The two-year-olds find some of the activities and play equipment too difficult and beyond their understanding, for example, puzzles and adult led activities involving matching sounds to words and shapes. Children use 'small world' toys such as the train set and the role play area which encourages use of their imagination. Staff meet children's needs through sensitive and appropriate interactions that promote children's self-esteem. The staff talk and listen to the children, maintain eye contact and create a relaxed calm

atmosphere. They position themselves at the child's level to support them with their activities, for example, they sit on the floor to read them stories and look at books. Young children are using their growing language skills to socialise. They say 'I'd like some cheese when playing shops' and 'I'm the driver - all aboard' when playing trains.

Nursery Education

The quality of teaching and learning is good. Staff help children to feel secure and support them to learn new skills, for example, when asked, 'how many legs does an octopus have?' the children reply 'eight' and count eight using their fingers. The staff are enthusiastic about learning and try to make the activities interesting for the children. They place a suitable range of different sized brushes with the painting activity. They use planning which demonstrates the purpose for both indoor and outdoor activities and their role in providing challenge for individual children. Staff observe children regularly which contributes to their assessment records. Examples of children's work and photographs are kept in a folder to share the children's progress with their parents. Parent evenings are held to ensure all parents have adequate time to discuss their child's progress. Parents are included in their child's assessments by discussion with the key workers. However, when speaking to some parents, they say they would welcome the opportunity to be more involved in their child's assessment. The staff help children to focus and persist for some time, for example, when reading stories and completing small group activities. Children show a willingness to solve problems, for example, they find the correct piece for the puzzle and work out where it goes. They are developing a positive sense of themselves because they are given opportunities to talk about their home and community. Children have opportunities to initiate their own activities and play experiences. Children interact readily with others. For example, they are confident to initiate conversation, observed during lunchtime, when the children discuss various topics. They recognise the initial sound of their names and recognise familiar words, such as the window and table. During story time, they join in with the words and answer questions. More able children attempt to write their names and others write letter shapes and circles during their drawings. Staff use some mathematical language such as thick, thin, long and short. Children have opportunities to explore the natural world, for example, they find bugs in the garden. They have planted sun flowers and marigolds in the garden and check their progress. They experience cutting, joining and building using glue and sellotape, for example, making junk models. They have some opportunities to use everyday technology. Children see photographs which remind them of past events, these are displayed on the walls at children's eye level. Children learn through using their senses. They say that the 'gravy is hot'. They explore colour when using paint and chalks. Children move rhythmically as they listen to the music and enjoy singing familiar songs. During their role play, they enjoy dressing-up as doctors and nurses and use the equipment to examine each other. For example, "let me hear your heart" while using the stethoscope. The children experience regular opportunities to celebrate festivals. For example, they have a wall display showing how they made and coloured the Mandalas when celebrating Wesak, the Buddhist festival of life.

Helping children make a positive contribution

The provision is good.

Children develop their self-esteem and confidence because the staff give them regular praise. For example, they say 'well done' for hanging up aprons and 'clever boy' when children carefully pour the gravy on their lunch. Staff treat children with respect and their differences are acknowledged. For example, children with additional needs are welcomed into the setting and helped to take part in activities alongside their peers. They receive appropriate support to promote their welfare and development. Children's well-being is promoted by the positive

relationships which have developed between staff and their parents and carers. The management liaises well with all parents to ensure that children's records contain sufficient information to enable appropriate care to be given.

Children are developing a positive attitude to others by using a suitable range of resources. For example, books, puzzles and dolls, which reflect positive images of race and culture. The spiritual, moral, social and cultural development of children is fostered. They play together cooperatively, share the play equipment and are well-mannered. They say 'yes please' and 'thank you' at snack and meal times. They share the toys and play equipment well, for example, taking turns with the stethoscopes during the role play activity. The children have some opportunities to learn about local community through walks to the train station and walking around the outer grounds of County Hall. They have some visitors to the group. For example, the children watch how the window cleaner does his job and imitate his actions.

The partnership with parents and carers of funded children is good. Parents receive clear details about the setting when they first join the nursery. They gain detailed information about the early learning goals through reading the nursery's prospectus. Parents receive a brochure when their child starts to receive funding with regard to the areas of learning. The large display in the entrance hall shows parents the six areas of learning and what they can expect their children to be learning. The effective use of photographs and clear documentation enhances this display. Parents state they have a good relationship with staff and receive feedback daily. The arrangements for sharing records with parents is limited, parents are not able to participate fully in the assessment of their child. They are able to discuss with their child's key worker, however, they are unable to record their own assessments. Discussions and parent evenings are held to keep them suitably informed about their child's progress and promote their welfare and development. Regular newsletters inform parents of the themes and activities being held in each of the rooms. Parents are involved in their children's learning by participating in parents' evenings, bringing in items from home for the various topics and helping with the celebration of various festivals. Parents receive the necessary information to enable them to make a complaint or raise any concerns they have about the nursery with the manager.

Organisation

The organisation is satisfactory.

The organisation of the nursery generally promotes the welfare and development of all children. The nursery follows appropriate recruitment and vetting procedures to ensure that staff are suitable to provide care for children. There are satisfactory arrangements to make sure children are not left alone with anyone who has not been vetted. Relevant induction procedures ensure that new staff are aware of their duties and responsibilities. Staff take part in yearly appraisals to identify their training and development needs. An effective key worker system is in operation to aid communication with parents and to provide continuity of care. Satisfactory use is made of staff, space and resources so that all children are cared for and supported during their time at the nursery. There are sufficient staff working directly with the children and they are mainly grouped appropriately for their activities.

Management and staff keep appropriate documentation. Sensitive information is stored confidentially in the office. The arrangements for registration show when children, staff and visitors are present. Comprehensive policies and procedures are effectively implemented to promote all outcomes for children. These are available to staff and parents within the entrance hallway. They are reviewed regularly and well presented.

The leadership and management is good. There is a system in place to monitor and develop the provision to ensure that all children make sound progress towards the early learning goals. Senior staff have a sound understanding of the Foundation Stage and the way in which to implement this with the children. The staff are flexible to include and work from children's interests and support children in a variety of ways of learning. For example, changing the role play area to the doctor's surgery, undertaken at a child's request. There are clear aims for the nursery which are stated in their policy document. Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the provider was asked to develop awareness of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs and obtain the current literature for reference. The provision has obtained the relevant documentation and some staff have attended training to raise their awareness.

They were also asked to review snack time provision so that hygiene practices remain consistent with the high standard maintained at other meal times. This has been reviewed and satisfactory hygiene practices are followed, although children eat their snack and fruit from the table as no plates are provided for them.

They were also asked to improve the risk assessment so that it accurately reflects any change in the circumstances at the nursery and the action taken to minimise risks. Daily risk assessments demonstrate that this has been addressed within the provision providing a safe environment for the children.

All the above issues have been addressed and met, therefore raising the safety and care of the children attending the provision.

Nursery Education.

Not applicable.

Complaints since the last inspection

Since 1 April 2004 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 satisfactory. 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):

- develop the routine for two year-olds to enable them to make further decisions about their play and learning and ensure activities are appropriate to their level of understanding.
- improve the provision for children under the age of three years who wish to relax or sleep when they want to and develop further opportunities for them to access physical play equipment
- review nappy changing routines to meet children's individual needs and improve changing facilities for children aged two years to ensure privacy and good hygiene practices
- develop procedures to make sure the cleaning routine does not disrupt the children's play and that all areas of the nursery and soft furnishings remain sufficiently clean
- improve the recording of fire drills to monitor the effectiveness of the procedures

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):

- provide children with further opportunities to use challenging equipment to promote their physical development
- develop procedures to fully involve parents in their child's assessment.

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