

# Kids Count Hartford

Inspection report for early years provision

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<b>Unique Reference Number</b>	305090
<b>Inspection date</b>	24 October 2007
<b>Inspector</b>	Liz Goodman
<b>Setting Address</b>	Ridding Lane, Hartford, Northwich, CW8 2NA
<b>Telephone number</b>	01606 74100
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<b>Registered person</b>	Belgrave Day Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 good.

### WHAT SORT OF SETTING IS IT?

Kids Count Hartford Day Nursery and Out of school Club is one of two nurseries and out of school clubs run by Belgrave Day Nurseries Ltd. The nursery opened in 1994 and operates from four age related group rooms. The premises is a purpose built, mobile building, situated in the grounds of Riddings Lane CP school, within the village of Hartford near to the town of Northwich. A maximum of 58 children may attend the nursery at any one time.

The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year with the exception of Bank Holidays. Children have access to a secure, designated play area outdoors. There are 70 children aged from 0-5 years on roll, of these 16 children receive funding for nursery education. There are currently no children with special needs on roll nor any who have English as an additional language. The nursery employ 20 staff. Of these two are support staff 12 of the care staff including the manager hold relevant early years qualifications. Two staff are working towards a qualification. The nursery is supported by a teacher from Sure Start.

The out of school club opened in 1995 and operates from a separate purpose built mobile building on the same site as the nursery. Children have access to one main play room and two

smaller rooms. A maximum of 40 children may attend the club at any one time. The out of school club is open each weekday from 08:00 to 09:00 plus 15:00 to 18:00 for 52 weeks of the year with the exception of Bank Holidays. Children have access to a secured outdoor play area and use of the school playground. There are 102 children aged four to over 8 years on roll. The out of school club employ five staff. The manager and one member of staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Staff promote children's health well. There are suitable policies known to staff and available to parents, with clear arrangements for excluding children with infectious illnesses. Records show that parents' written permission is gained for the administration of medicines and they are informed if any are given. Arrangements for using the toilet and for changing nappies ensure children and adults wash their hands afterwards and that there is no cross contamination. The nursery manager oversees procedures across the nursery and the out of school club to safeguard children's health. The out of school club records indicate that careful attention is given to implementing the provision's procedures to ensure children's health.

Warm friendly relationships promote children's emotional health. Babies sit so they can see what is happening and they smile and look at visitors with interest. The two to four year olds are confident and inquisitive. Staff are sensitive to how children are feeling.

Children have access to fresh drinking water and the three and four year old children are able to serve themselves. Arrangements ensure that used and fresh cups are separated and water is in a covered jug. Snacks and meals are balanced and fresh. The out of school club also provides healthy snacks, but during school holidays the children bring their own packed lunches. In the nursery the qualified cook prepares varied and balanced meals, using fresh ingredients and a variety of vegetables where possible. Records are kept of any particular dietary needs. Menus are displayed for parents to see and they are informed about what their child has eaten during the day. The older children in the nursery know the benefits of eating fruit and drinking milk and choose from different fruits offered.

Children have daily opportunities for physical play activities. The room for birth to two year olds is well equipped with visual stimuli to encourage babies to lift their heads and to grasp interesting toys or materials. The older children enjoy playing outside twice a day with balls and sit and ride toys. They like going for walks in the school grounds. The out of school club has a separate outside play area and uses the school playground regularly to promote physical activity.

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

The provision is good.

The three nursery rooms provide an attractive, welcoming and stimulating environment for the three different age groups. However their location does limit free access to the fenced, gated and well supervised outdoor play area. The nursery rooms allow children to make safe choices of toys and materials suitable for their age. For example the size and type of construction toys varies from room to room. The youngest children have easy to grasp large construction toys that are safe. Thoughtful planning ensures greater challenge as children become older. Indoor

sand play is safe, accessible and varied. Other materials are stored safely out of reach. Furniture is suitable for the different ages of the children and its arrangement provides space for rest and for stories, as well as open and clean floor surfaces for role play and construction.

The out of school club makes good use of its large room and two smaller rooms. The equipment is suitable for the age of the children and is well set out and accessible. There is time limited access to computer games and the quiet rooms allow role play and watching television. Children have good access to creative materials, books and construction toys as well as opportunities to do homework or to follow up topics from school.

There is clear written guidance promoting safety and preventing accidents. All health and safety matters apply across the nursery and out of school club and the nursery manager is responsible for oversight and supervision. There are no off-site outings at present in order to confidently assure the safety of the children. Records are kept of regular evacuation practices and comprehensive risk assessments are recorded. A plan of each room gives information about fire exits, blankets, extinguishers and first aid boxes which are kept in the marked places. First aid boxes are stored out of children's reach. Information on safeguarding children includes procedures should a child go missing. It guides staff on recognising and responding to possible abuse and informs parents about processes related to allegations against staff.

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

The provision is good.

Staff know the children well and as a result extend and develop their learning effectively. The children are eager to talk and to share what they know and adults are positive and encouraging. They listen to children carefully and join in their play, using every opportunity to promote language or counting. Staff recognise when children are not happy or are unwell and intervene sensitively. The programme for the day is balanced. Clear routines are established. These provide some activities led by adults but also respond to children's interests. This maintains children's involvement and enjoyment throughout the day. Adults provide good opportunities for children to be with one another and encourage them to share toys, conversations and play. Children cooperate positively with one another.

In the out of school club children are purposeful and independent. Relationships are friendly and relaxed and children are polite and well behaved. They enjoy craft activities supported by adults. Sometimes children suggest ideas for play based on popular films and they enjoy using the school playground for supervised games.

### **Nursery Education**

The quality of teaching and learning is good. Staff plan a variety of activities to promote all aspects of children's learning. They are strong role models for the children and provide encouragement through praise and reward stamps. Their secure knowledge of each child ensures they know when to change an activity to keep every child highly involved and when to provide new challenges. As a result no inappropriate behaviour was seen during the inspection. Staff assess and record children's learning and progress accurately and use this informally to plan future activities. Written planning, however, does not show how assessments have been used to influence the next steps for different children. As a result staff cannot be sure that all the children are progressing as well as they can.

The children are becoming confident and independent learners. Staff encourage this and expect them to serve themselves with drinks, to make choices of fruit and to get themselves ready to play outside. Children are polite and thankful at mealtimes and eat well together. During activities they play harmoniously with one another, with the staff and with visitors. Routines are clearly established. Staff respect the children and encourage them to express their ideas and views.

Staff are effective in supporting children's language development. Children have opportunities to write their names and are eager to show what they can do. The provision supports this with a table equipped for children to practice writing. Children speak clearly and confidently and many of them have a good vocabulary. Adults take every opportunity to help children hear the initial sounds of words and some make the connection between a letter and the sound it makes, when, for example, writing their names. Children enjoy looking at books and handle them correctly whether alone or with an adult at story time.

Good use is made of opportunities to learn about numbers. Most children can count beyond ten and many recognise numbers, putting them in the correct order when counting objects or doing a puzzle.

Staff help children to use imagination and skills in creative activities. Children are able to produce careful drawings of doctors, adults encouraging them to add details, for example correctly positioned limbs, hair and a stethoscope. Children enjoy role play and singing and show imagination in describing things they have done or in retelling stories.

Children are learning effectively about the local area and the wider world. They remember details of the various topics they have covered about animals and the weather and doctors and fire officers. Good resources and books promote children's understanding of different cultures. Boys and girls play with all the toys and take part in all the activities with enthusiasm. They enjoy a walk in the grounds and are excited on finding an autumn leaf with a small creature on it. They are interested and respectful of living things and of their toys and equipment.

Children have good control of fine movements used in painting, chalking, drawing, sticking and construction. There is good supervised use of the outdoor space for ball games and toys cars and tricycles to sit on. Although staff do their best with the current organisation of space, free access to outdoor play is not available. An indoor room with a ball pool is also used as a sleeping area, again restricting opportunities for physical play. The children understand the benefits of exercise.

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

The provision is good.

The nursery policy recognises different family structures and actively seeks to promote the understanding of children and staff of human differences and similarities. There is guidance on how to respond to discriminatory remarks and in practice staff support children to make choices of toys and play.

There are currently no children with special needs. However the policy welcomes such children and named staff have a good understanding of policy and procedures.

The clear behaviour management policy sets out expectations for staff, explaining that techniques to humiliate children and physical punishments are not used. It also encourages

adults to model good behaviour. Adults are consistently positive and encouraging with the children. Children's behaviour is exemplary because of the skill of the adults in keeping them busy and in encouraging and supporting them.

The partnership with parents is good. Parents receive clear guidance about daily routines and about procedures for accidents and emergencies. The registration certificate and public liability insurance are displayed in the entrance area for parents to see. Planning for each age group is also there. Parents have free access to their child's records and each day parents receive information about their child's day in the nursery and the things they have done. There are also newsletters and activity sheets to allow parents to build on their child's learning at home. Questionnaires show strong parental satisfaction particularly with their child's learning and the provision's relationships, atmosphere, learning and meals. The out of school club has all the necessary systems for communicating with parents and records and registers are kept up to date.

Children's spiritual, moral, social and cultural development is fostered. This is exemplified in the good relationships and the mutual respect that children and adults have for one another. Children are very interested in the world around them and are confident with visitors. They show high levels of respect for the nursery toys and furniture and tidy up well.

In the out of school club children contribute to the planning and choice of activities. There are good relationships. The older and younger children talk to one another at mealtimes and play together in imaginative role play or in construction activities. Adults are positive and encouraging role models.

## **Organisation**

The organisation is good.

The nursery manager is suitably qualified and has undertaken a good range of in-service training relevant to her roles and responsibilities. She is now studying for an advanced qualification. She is eager to evaluate and develop the provision. She is supported by a team of suitably qualified and experienced staff, matched well to the three different groups in the nursery, showing a good understanding of the needs of the different age groups. They plan activities accordingly. Out of school club staff are currently undertaking qualifications in play work. Their leader is suitably qualified and is involved in in-service training and networks. The adult-child ratios are as required and adults work hard to secure the right support and challenge for the children. All staff have the necessary clearances.

The available rooms are generally used effectively, providing suitable space for varied activities and for children to rest. Children have good access to materials and equipment to promote their learning. The toilet and changing areas are suitable and provide the necessary privacy and hygiene. The nursery kitchen is very clean, well organised and properly equipped. The out of school kitchen is satisfactory and is not accessible to the children. The current arrangement of the ball pool room and the sleeping area limits children's access to indoor physical play.

All the necessary documentation is in place. The children's records contain clear information about who to contact in the event of an emergency. Thorough records are kept of all aspects of children's development. Staff discuss these at staff meetings and use them to plan the next steps for individuals and groups. However because the outcomes of these discussions are not formally recorded, the nursery cannot be confident that this information is being used consistently to extend children's development.

The nursery manager provides good leadership and has established effective systems for the management of all aspects of the provision. She is well organised and provides a strong role model for staff which puts the children at the forefront of everything they do. She is eager to learn and to develop the provision to meet children's needs effectively. She monitors the work of the nursery closely on a daily basis but the outcomes are not always recorded systematically.

The setting meets the needs of the range of children for whom it provides.

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

All the actions identified in the last inspection have been addressed. All staff have appropriate checks and clearances. The out of school and holiday club staff are all undertaking level three qualifications in play work. The staffing ratio in the out of school club has improved. There are now nine staff. Staff cover is also made possible by flexible working between the club and the nursery.

The setting has also responded to each of the recommendations from the previous report. The shelving and the fire door in the room for the three and four year olds has been made safe. The out of school staff have gained current first aid certificates. Parental permission for the administration of medicines and records of when medicines have been given are in place across the settings. Staff meetings have been used to develop staff understanding of equality of opportunity. Resources have been purchased to reflect different cultures. Parents receive daily notes of their child's activity and notes are kept of significant steps in children's development. There are clear policies for safeguarding children. There are written procedures should allegations be made against members of staff.

### **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 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):

- keep evidence of how assessments and children's records are used in plans for activities so that staff and parents understand the next steps for each child's development.

## **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 the findings of monitoring and evaluation are recorded so that all staff know the priorities for improving the effectiveness of the nursery education
- review the arrangements for outdoor play and indoor physical activity to improve opportunities for physical activity.

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)