

Katie's Kindergarten

Inspection report for early years provision

Unique Reference Number	314657
Inspection date	18 January 2008
Inspector	Josie Lever
Setting Address	3 Grange Road, Thorngumbald, East Riding of Yorkshire, HU12 9PR
Telephone number	01964 622135
E-mail	
Registered person	Kathleen Mills
Type of inspection	Integrated
Type of care	Full day care, Sessional 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.

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?

Katie's Kindergarten has been registered since 1985 and is run by a private individual. It operates from the converted clinic in the village of Thorngumbald, in the East Riding of Yorkshire. The group are registered for 26 children from birth to five years for full day care, 16 children from two to five years for sessional care and 32 children from three to eight years for out of school care. The setting meets the needs of the local community and is open from 07.30 to 18.00, Monday to Friday all year round, except for a week at Christmas. The group has access to a variety of age-designated playrooms and kitchen, toilet, staff and office facilities. There is a fully enclosed outdoor play area.

There are currently 53 children on roll from birth to approximately 4 years of age and 37 age 4 to 12 years of age, including 15 children who receive funding for nursery education.

There are 12 staff employed on a full- and part-time basis, one of whom works term-time only. Most staff hold a relevant childcare qualification to at least level 2, with several working towards level 3 and one working towards level 4. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Most children develop a reasonable understanding about effective hygiene practice; for example, they know to wash their hands before eating food and after attending the toilet area. They rub their hands together using the liquid soap to make bubbles, rinse and dry their hands on disposable paper towels. Some younger children and babies have their hands wiped by adults with wet wipes or flannels and, therefore, begin to learn from an early age about good hygiene. Older children attending the out of school club demonstrate a suitable knowledge about personal hygiene and some aspects of this are well managed. For example, using and disposing of a tissue appropriately after they have blown their nose and washing hands after attending the toilet. However, good hand washing procedures are not consistently followed and children do not independently perform them. For example, they do not always wash their hands before helping themselves to snacks and staff are not always aware this has not been done. Staff follow effective cleaning procedures to maintain suitable standards of cleanliness in all areas and cleaning rotas are followed to ensure all duties are performed on a daily and weekly basis.

Children are safeguarded in the event of an accident because all staff have attended first aid training and feel confident to deal with any minor injuries that occur. Accident records are accurately recorded and shared with parents. There is an effective sickness policy in place, which excludes ill children from attending and minimises cross-infection. For example, when children are feeling sick, parents are telephoned to collect them and staff supervise them well, making sure they are comfortable. Staff thoroughly clean any bodily fluids using disinfectants and antibacterial solutions. They wear protective clothing, such as gloves and aprons when cleaning and disposing of such materials. Parental permission is sought for the seeking of medical help in an emergency. However, staff do not demonstrate a good understanding of the importance of making sure written parental consent is always sought before administering medication. This is a breach of regulations. Consequently, children's health is at risk and not fully promoted.

Children are well nourished and eat a varied range of healthy snacks and meals. For example, sausage casserole with potatoes and vegetables and banana custard. Menus are planned in advance and contain a range of both frozen and fresh produce, prepared daily on site by the nursery cook. Children enjoy a midmorning snack of toast and milk, orange juice or drinking water. However, children in the pre-school room have few opportunities to help themselves, for example to pour their own drinks, and the water dispenser is not freely accessible to them. Children enjoy a healthy teatime snack of cheese biscuits, cucumber and tomato slices and carrot sticks, and adults reinforce the importance of eating healthy food through discussions and reading books. Older children help themselves to a range of wheat cereals and sandwiches. Children participate in physical opportunities both indoor and out, weather permitting. For example, there is an outdoor range of wheeled toys, a climbing frame, balancing beams and sporting equipment. When the weather is inclement, children enjoy indoor action games and dancing. They learn to move their bodies in different ways and talk about the impact of a faster heart beat after energetic movement.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are comfortable in terms of heating and are warm and suitably ventilated in rooms used by children. The building is brightly painted and adequately maintained with a satisfactory range of furnishings and equipment. Good security systems ensure children remain safe; for example, staff vigilantly monitor the arrival and departure of parents, children and visitors by a secure intercom system. Adults carefully examine the identification documents of visitors and maintain a visitors' log book. Staff greet children warmly as they arrive and display a small selection of their artwork and related literature in playrooms and communal corridors. This promotes a friendly welcome, although this is not always seen through the eyes of the children at their height. There is a satisfactory amount of toys and resources available to meet the needs of the children attending, some of which reflect positive images of equality and diversity. For example, books, jigsaws, dolls, role-play equipment and pictures. Babies and younger children have some opportunities to explore sensory play through play dough, paint and other creative resources; however, they have fewer opportunities through alternative means. For example, using a range of natural materials, such as treasure baskets. Out of school aged children enjoy a range of gaming equipment, board games, puzzles, books, story tapes and films to stimulate them.

Some resources are suitably organised and clearly labelled or stored in see-through containers to enable children to select them for themselves. However, some areas are not so well presented and do not allow children to use them well. For example, on occasions some areas are allowed to become cluttered, such as the storage of resources on the floor in the baby room and piled under tables in the pre-school room. Staff ensure equipment remains safe and check them frequently for wear and tear. They complete a daily safety check, which ensures most safety measures are in place. Staff are vigilant to children's whereabouts in the setting and offer appropriate support and supervision. Risk assessments are undertaken for safety to minimise hazards; however, staff do not always ensure they follow their own devised procedures for safety effectively. For example, by ensuring fireguards remain free from clutter, in particular from wet paintings that are drying.

Children are beginning to develop a good awareness of their own safety; for example, they know about safe fire evacuation from the building and have regular opportunities to practise this. Additionally, they are aware of keeping themselves safe on outing and when crossing the road by holding onto the rope collectively. Staff have attended child protection training and have a suitable understanding of their roles in these areas and the signs and symptoms of harm. There are effective reporting procedures in place which are shared with the designated safeguarding staff member and reported to the local safeguarding teams following local guidance.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, confident and secure in the setting. Those children who are new are helped by caring staff through reassurance to feel settled. For example, staff offer cuddles and refer to comforters children have brought in that make a link with home. The youngest of children have a variety of activities and resources which they freely access and decide for themselves what they want to do. Staff demonstrate a suitable knowledge of the 'Birth to three matters' framework and use this well. There is a good balance of adult- and child-initiated activities. For example, children enjoy sensory play as they paint using their fingers or with brushes. They

show interest in their own reflection as they look at themselves in the mirror or listen intently to a short story. Children in the 'Big Room' examine natural materials, such as leaves using magnifying glasses. They explore sand and water and other mediums, such as play dough, helping knead it vigorously. They sit attentively and listen to a group story, joining in enthusiastically, for example, to 'Nappy Ducky' and 'Potty Piggy'. Through careful observations of individual children, staff are able to assess, plan and ensure all children under three years make progress in their development and learning. Individual assessment folders are completed, including tracker books which show the stages of children's learning and development well.

All children who attend the club after school get on very well together and laugh in the informal atmosphere. They make decisions about what they want to do and make suggestions to the activities in the holiday theme. These are planned in more depth and include trips out, for example, to East Park, Withernsea and the cinema to see a movie. Children choose from a selection of free-play opportunities, for example, playing on game consoles, reading quietly, listening to music or watching the television and a film. Some children choose to sit quietly and complete their homework, whilst others sit and talk informally together. All children and staff enjoy games they play together as a group, for example, board games. Displays of their work show they learn about experimenting with colours and mixing paints and have been talking about their differences, for example, their favourite football teams. All children have opportunities which encourage their imaginations and enable them to develop their creativity, for example, themed days and competitions. However, there is limited evidence of these as the room is quite sparse in terms of displays.

Nursery Education

The quality of teaching and learning is satisfactory and children are making steady progress towards the early learning goals. Staff plan an acceptable programme of activities and ensure children's progress is assessed on a regular basis by noting their activities and linking their achievements to the stepping stones. However, information gathered in observations and assessments is not detailed to identify further challenges for individual children and staff do not use this information effectively to inform future planning. They are just beginning to identify how to use continuous basic provision to promote broad learning objectives; however, as yet they do not monitor that they cover all areas of learning.

Children show an interest in writing as they make marks, for example, chalking on the blackboard or drawing letters in the sand with their fingers. Some older children form recognisable letters when writing their name using pencils in one to one adult-led activities. They explore and experiment mixing primary colours and learn about dark and light shades of colours and what happens when you mix two colours together. Sometimes staff extend mark-making opportunities into other areas of play, for example, role play by making lists and taking orders in 'Katie's Bakery'. Children use a range of tools confidently and correctly, for example, when painting using brushes or when cutting using scissors.

Children are encouraged by staff to get along together, play nicely and share the resources. Several children enjoy constructing towers alongside one another, each making their own. They concentrate well as they try to balance the different coloured bricks, making their towers taller. Staff intervene sometimes and encourage children to compare which towers are of the same height and they develop children's interest further by encouraging counting skills, knowledge of colours and use of size and positional language. All children count confidently to five. Some older children can count from 10 backwards, for example, when singing '10 Green Bottles'. Children also develop an understanding of early calculation through everyday practical activities,

for example, counting the numbers of children present or singing a range of simple songs, such as 'Five Currant Buns'.

Children show curiosity as they explore the different areas of play which are set out for them and occupy themselves quite well. However, there are limited choices in some of these areas; for example, creative areas are not well planned to enable children to select and choose resources for themselves. Many are prepared by adults and, therefore, children have few opportunities to develop their independence in this area. Children have made some good relationships with adults, who know them very well and their peers and play well together side by side. Staff provide children with opportunities to speak as well as helping them learn how to be quiet and listen to others. For example, during education time they confidently talk about the weather and days of the week and note changes in the seasons. Children's communication is promoted well. Children readily respond to questions and are confident to ask questions of their own. They can recall events like going to their grandma's and what they did at the weekend. They practise writing, copy their names and use labels around the room to help them identify letters. A 'letter of the week' is also promoted by staff and they encourage children to link initial letters to sounds well. Children bring contributory items from home for the display table. Many listen attentively as staff tell them a story; however, children rarely access the book area spontaneously. This area is poorly presented and does not inspire children to use it well. The lack of comfortable seating prevents them from being able to enjoy looking at books for a sustained period of time and does not encourage an early enjoyment of books and reading. Children know and join in singing a range of songs, for example, the 'Hokey Cokey', and move their bodies enthusiastically.

Children begin to make sense of the world as they explore, investigate and learn about their environment; for example, they go on nature walks in the garden to collect leaves and to look for insects. They learn about their own and the culture of others. They design and build using a range of resources, such as junk modelling. They use a range of resources to support their knowledge of everyday technology, for example, shop tills and telephones. However, children have few opportunities to use programmable equipment, such as computers and remote controlled vehicles. Consequently, they do not fully develop their skills to complete simple programs or perform simple functions and tasks. Children explore media and materials and changing properties. For example, they compare the differences between dry and wet sand and know that dry sand can be poured and trickled whereas wet sand cannot.

Helping children make a positive contribution

The provision is satisfactory.

Children are well behaved and learn to understand between right and wrong. For example, the 'eight golden rules' are displayed in all areas of the setting and staff reinforce these through conversations with children. Consequently, children learn about respecting each other and are beginning to understand that everybody is different. They have good manners, for example, saying 'please', 'thank you' and 'excuse me', many without prompting. Older children who attend the out of school club understand about the boundaries in place and manage their own behaviour well, forming firm friendships together. Younger children are able to share toys, take turns, cooperate and negotiate effectively. They develop friendships and form secure relationships with staff members.

Children happily get involved in tidying away, showing enthusiasm for ensuring items are returned to the correctly labelled place. There is a system in place for children to have their own coat peg and birthdays displayed promote a sense of belonging within the group. Some opportunities are provided for children's awareness of other cultures, beliefs and traditions to

be raised, through extending their knowledge and understanding of the world. This happens through celebrating festivals, such as Chinese New Year. Children are rewarded for their good behaviour, for example, through using stickers and stars. They benefit from being cared for where positive relationships are apparent and enjoy relaxed social mealtimes. Children's awareness of the needs of others is raised, for example, as they participate in activities that benefit others such as the 'Banardos Big Toddle'. This positive approach ensures children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents and carers is satisfactory. The group values and respects parents and a partnership is developed with them so that children's individual needs are understood. All parents are warmly greeted by staff when they arrive, who take the time to discuss with them what their child has been doing. Parents receive some written information about the group in the form of a useful brochure which includes a summary of policies and procedures. A larger handbook of all relevant documentation is available to them stored within the office. Additionally, they receive regular newsletters and a daily written account is shared of routines and personal care information with the parents of the youngest of children. Parents are able to share their expertise with the group, for example, a local information booklet about child-related matters and about their own cultures and traditions. Those parents whose children are in receipt of nursery education are encouraged to be involved in their children's learning. For example, they bring in family photographs of relatives and pets which support topics covered and items relating to colour to be used on display tables. Parents actively participate in this area; however, they are less familiar with ways in which they can support their children's learning at home as they receive very little written information on the nursery education provision. This impacts on their understanding of how the group's own assessments link in with the stepping stones and children's progress towards the early learning goals. Parents spoken with on inspection indicate they are very happy with their children's progress and achievements and commend staff on their friendliness. There is a written complaints procedure in place, made known to parents.

Organisation

The organisation is inadequate.

Effective recruitment procedures are in place which safeguard children. For example, appropriate checks are carried out to determine the suitability of staff to work with children through seeking written references and Criminal Record Bureau checks. Most staff have been employed for many years and are well established members of the kindergarten team. Overall, staff work well together and most have a suitable understanding of their roles. Some are developing new skills and responsibilities due to a recent re-organisation in the staffing structure, for example, a change in the deployment of staff to different rooms. Staff demonstrate a positive attitude to attending further training and core training, such as child protection, first aid and health and safety, is ongoing. One staff member has been on recent Early Years Foundation Stage training and has briefed the remaining staff about future changes at a team meeting.

The organisation of the premises is satisfactory in terms of their layout. However, not all areas are well presented to children and this reduces the attractiveness of the setting and limits children's ability to access some resources freely. Staff are deployed effectively and offer children suitable support and encouragement. Lunchtimes are well staffed to ensure cross over times for both children and staff adhere to minimum ratios. An accurate register of attendance is maintained, including children's and adults' times of arrival and departure. There is a satisfactory range of policies and procedures in place that mostly contribute to children's safety, health and well-being. However, some records maintained do not fully comply with the National

Standards and consequently are a breach of regulations, for example, medication consents and the requirement to maintain a complaints record.

The leadership and management of the nursery education is satisfactory. The owner/manager is committed to the ongoing professional development of staff and there is a system of staff induction, appraisal and development in place. She is currently working closely with her newly appointed person in charge, who has the overall responsibility to develop the nursery education curriculum. Regular staff meetings are held to plan activities and to keep all staff informed and up to date with regard to changes in the nursery routines. Staff are beginning to work well as a team, planning children's activities in the short and medium term. The long term planning is devised without their consultation. Staff working with pre-school children are able to effect change through further discussion about effective practice, using the 'Curriculum guidance to the foundation stage' and they have a suitable understanding about how to do this. They work together with support from the local authority. The monitoring of the nursery education provision is not always effective in ensuring that the curriculum is broad and linked to cover all areas of learning over time. However, planning does link to learning intentions, based on the stepping stones. Staff use snapshots and formal observations of children to assess their progress. However, information gathered does not effectively link to the planning to consistently promote children's individual development to show the next steps in their learning. Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting were asked to improve the presentation of toys, improve safety by implementing the 'daily rules' checklist and consider the lengths of time children were involved in activities. Additionally, they were asked to devise and implement a policy, stating how the closed circuit television images (CCTV) would be processed and shared with parents and visitors. The group have addressed most issues satisfactorily, although not all in their entirety.

Some toys are effectively organised and clearly labelled, which ensures children can see what is stored within and can reach them readily, for example, the 'Big Room' and 'Baby Room'. The pre-school area is less effective and this is being brought forward as a further recommendation this time round. Children benefit from staff's consistency in ensuring most safety checks are completed on a daily basis, in line with the 'daily rules' which ensures that children are not exposed to hazards. Staff plan a flexible daily routine that enables children to make decisions about what they want to do. Children benefit because staff give suitable consideration to ensuring children are given lots of opportunities to re-visit and extend their learning through play, according to their patterns of attendance. The group have successfully devised a policy that informs parents of how CCTV images are stored and retained for future reference, which is secure.

At the last nursery education inspection the group were asked to improve the development of staff's knowledge of the Foundation Stage to ensure the learning intentions for children were clearly linked to the stepping stones. Additionally, they were asked to use the assessments of children's learning to effectively inform the future planning for individual children's learning. Staff did attend Foundation Stage training; however, some have since left the setting. Learning intentions now clearly link to the stepping stones and offer more suitable challenges for children. However, the group have not fully addressed using information gathered in children's observations and assessments to inform future planning for individual children's next steps in their learning. This will be a further recommendation. The recently appointed member

of staff, who takes the day-to-day responsibility in delivering the Foundation Stage, has a satisfactory knowledge attained from another setting and is beginning to work closely with the person in charge to ensure that the curriculum is broadened.

Staff were also asked to increase children's awareness of the different purposes of writing and the use of numerals in the setting to allow children to show curiosity in number and to develop their awareness of beliefs and cultures outside their immediate experience. Also, they were asked to increase children's opportunities to construct with large materials. Staff have made satisfactory progress in this area. Children benefit because they are able to make marks using a variety of mediums, such as pencils, crayons, paints and chalking on blackboards. On occasions opportunities to write are extended into other areas of play. Children benefit as they see numerals displayed around the setting; however, sometimes these are not within their eye line. They complete number jigsaws and display today's date on the weather board. Children are beginning to learn about other cultures, for example Chinese New Year, which increases their knowledge of the world. Children have some opportunities to construct with larger materials, for example, large bricks and cardboard boxes when junk modelling, when they benefit from being able to develop their gross motor skills and hand-eye coordination.

Complaints since the last inspection

Since the last inspection Ofsted have received two concerns relating to National Standard 1: Suitable person and National Standard 2: Organisation. An Ofsted inspector visited the provision unannounced on 5 July 2006 and an action was raised with regards to National Standard 1. This involved the provider ensuring suitable vetting procedures and criminal record checks were carried out on all staff and volunteers. This was satisfactorily met.

On 2 August 2007 an Ofsted inspector visited the provision unannounced and an action was raised in relation to National Standards 1 and 2. This involved the provider reviewing the procedures for recording staff's attendance and making sure effective procedures were in place for checking that staff are suitable to work with children. These were satisfactorily met.

Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigations were closed. Both complaints were included in a complaints folder; however, they were not recorded in line with requirements.

The provider is required to keep a record of complaints made by parents, which can be seen 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:

- obtain written permission from parents before administering medication to children
- ensure a record is maintained of complaints relating to the National Standards and any action taken.

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):

- improve the presentation of the book area to encourage children's spontaneous use of books and consider ways in which children can help themselves more readily to creative resources to make more independent choices
- further develop opportunities for children to use a range of information and communication technology equipment and programmable toys to perform and complete simple tasks
- develop the information parents receive about the nursery education provision and how it links in with the nursery's own assessments and progress children are making towards the early learning goals
- continue to use information gathered in observations and assessments to inform future planning for individual children to show the next steps in their learning and ensure systems are developed to monitor that all areas of learning are covered over time.

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