

Karetakers Day Nursery

Inspection report for early years provision

Unique Reference Number	224654
Inspection date	18 March 2008
Inspector	Maxine Williams
Setting Address	Drayton Road, Longton, Stoke-on-Trent, Staffordshire, ST3 1EQ
Telephone number	01782 331167
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Registered person	Karetakers Private Day Nursery Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Karetakers Day Nursery is one of two nurseries run by Karetakers Private Day Nursery Limited. It opened in 1994 and operates from seven rooms in a single storey detached property. It is situated on the outskirts of Longton, in Stoke-on-Trent. A maximum of 104 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.30 all year round. All children share access to two secure enclosed outdoor play areas.

There are currently 68 children aged from birth to under eight years on roll. Of these, 10 children receive funding for early education. Children come from the local community and the surrounding areas. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 17 members of staff. Of these, 11 hold appropriate early years qualifications and six are working towards an initial or further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where they learn the importance of good personal hygiene through well-planned routines. They know they need to wash, or have their hands wiped, before snack and lunch times, after outside play and after using the toilet. Children's health is well protected by the successful implementation of policies and procedures. Nappy changing procedures are good because staff wear aprons and gloves, all surfaces are wiped with anti-bacterial spray and children's individual records are completed, to ensure that staff and parents are aware of when children have been changed. Each child has their own bedding, nappies and cream, which prevents the risk of cross-contamination. Consequently, this helps children remain healthy. Accident and medication systems are fully understood and all records are accurate and up to date. The majority of staff have current first aid certificates and there is a fully stocked first aid box available. As a result, children are protected in an emergency. Children's understanding of how to keep themselves healthy is promoted through topics and conversations about nutrition, hygiene and the importance of exercise in maintaining good health. For example, when staff prompt three-year-olds to put on their hats for outside play they discuss with children how the cold weather may cause them to be ill and remind them about recent illnesses. This means that children begin to recognise ways to keep themselves healthy and to take responsibility for their own well-being.

The nursery supplies a wide range of nourishing meals and snacks that appeal to the children and meet their nutritional needs. Meal times are sociable occasions, children sit down together to share a nutritious meal, such as turkey, potatoes, vegetables and gravy, followed by yogurt. All but the very youngest children are able to feed themselves and use appropriate cutlery and staff sit with children and offer assistance when required. Children's individual dietary requirements are recorded and alternative options are always available. All staff work together with parents to ensure that children begin to understand the benefits of a healthy diet and making healthy choices. Staff educate them about the benefits of eating fresh fruit and vegetables, and snacks are usually fruit and vegetables or other healthy choices. Each child attending the nursery has their own named beaker or cup, these are kept filled and are accessible to children at all times and children are encouraged to access them frequently, throughout the day. Drinking water is available and the nursery's healthy eating policy states that less healthy options will only be supplied at mealtimes, to reduce any adverse effect on children's teeth. However, in practice, children are not always offered drinking water, as staff routinely refill empty beakers with juice. Consequently, children are not learning about the benefits of water over less healthy alternatives.

Children enjoy a wide range of activities, which contributes to their good health. Regular outdoor play sessions help children make progress in their physical abilities. For example, they manoeuvre around each other well, displaying competence while climbing on the climbing frame and riding in the coupe cars, carefully negotiating which direction they want to travel in. During out of school sessions, children enjoy opportunities to play a range of physical games such as football. They join in the activities with enthusiasm and are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is split into seven rooms in a single story detached building. Children are allocated to the rooms in the nursery according to their age and stage of development. Each of the rooms is of a good size, with most having an integral quiet area for children to rest and relax. There is a wide range of high quality and developmentally appropriate resources available, which meet safety standards. These are organised effectively in storage containers at heights which are accessible to children. Consequently, children are able to independently access resources and make decisions about their own play and learning. Children share access to two fully enclosed outdoor play areas. They are able to ride bikes and other ride-on toys and use the climbing equipment, while in a safe and secure environment. The nursery provides attractive surroundings in which children are able to develop confidence, self-esteem and a very good sense of belonging.

Hazards to children are reduced because the staff are very attentive and use daily detailed risk assessments to reduce possible dangers. This means that children are able to move around safely, freely and independently. Staff monitor access to the premises at all times and there are robust procedures in place for the arrival and departure of children. This ensures that the safety and well-being of children is protected. Fire evacuation procedures are good, appropriate fire-fighting equipment is in place and fire drills are practised and recorded on a regular basis. Staff help children to learn about keeping themselves safe through conversations and topics. For example, they remind children not to run in the nursery and explain that they may fall when they climb onto the storage boxes. Knowledge and understanding of child protection procedures is good. Staff have a thorough awareness of the signs and symptoms of abuse and are confident to report concerns. A number of staff have undergone training in child protection and there is a designated child protection officer who is available to give support to staff, parents and children, should any concerns arise. As a result, children's safety is well-safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are at ease and enjoy their time in the setting's welcoming and comfortable environment. They develop their independence as they choose between a large assortment of toys, books and activities, which are interesting and appealing. Staff continually talk to children and react to their language and actions. Children use a variety of ways to respond and express themselves, which contributes to their budding communication skills. For example, two-year-olds enjoy singing along to songs such as 'Wind the bobbin up' and 'Miss Polly had a dolly'; most know the words and are eager to join in, performing actions when appropriate. One-year-olds concentrate well as they use spades and their hands to fill fish moulds with sand and then sit with staff looking at the toy animals, naming the tigers and dogs. Children are confident in their abilities; they enjoy playing in the water trays, looking at the selection of sea creatures and insects. Staff use good questioning to promote children's language and cognitive skills, asking them about whether the water is hot or cold, what the different creatures are called and what colours the creatures are. Children are able to identify turtles, seahorses, seals and fish and enjoy imitating the staff making the noises of the insects. As a result, children are developing good language skills.

There is a good range of equipment and toys to promote imaginative play and children play well together with resources such as the home corner, kitchen and dressing-up clothes. Children are interested in the available activities and use what they see in the local environment to

extend their play and enjoyment. For example, after watching demolition work taking place they dress in the high-visibility vests and hard hats from the dressing-up box and use the toy digger to transport sand around the play area, often breaking into a chorus of 'Bob the builder'. Staff are very attentive to children and spend considerable time enhancing their enjoyment and promoting their learning in everyday activities. Two-year-olds enjoy sitting with staff as they are read stories, they benefit from the affectionate and caring attitude of staff who encourage them to snuggle in, looking at the pictures and talking about the story, as they are read to. Babies are encouraged to progress in their physical skills through the use of push and pull-along toys, shape sorters and activity centres. They are animated and gleeful as they play with activity centres and musical instruments, delighting as they hand tambourines to adults to shake for them, while they demonstrate how they are able to shake the maracas.

The nursery makes good use of the 'Birth to three matters' framework to promote children's learning and enjoyment in the setting. Staff have a secure knowledge of appropriate methods to promote children's development. Observations of children's progress are made by the key worker of each group of children and the next steps to help children progress in their development are identified. Most activities are child choice, although there is some formal planning in place to ensure that any individual weaknesses or difficulties are identified and acted upon. Consequently, all children are able to progress to the best of their ability. Children attending the nursery produce many artistic creations, both during child-directed play and when learning about different festivals and celebrations. Two-year-olds have made cotton wool sheep, handprint flowers and rabbit hats for the topics of spring and Easter. These opportunities to produce artistic designs help to develop children's creative skills. Children are relaxed and receive comfort when they are tired or upset. Staff sit with children, help them with their dinner and give cuddles. Consequently, children are confident and have good levels of self-esteem.

Children attending the out of school provision settle well in the club's welcoming environment. They confidently engage in self-chosen play activities from the good range available. They enjoy a variety of physical and creative activities. For example, they enjoy playing board games and written games such as noughts and crosses, they play amicably together, with each other and with staff, with lots of good natured teasing about cheating. Staff continually talk to children and interact with them during sessions. They sit with children, helping them with reading and homework and encourage children to be actively involved in the range of creative and physical play opportunities available at all times. When using the outdoor play area children enjoy playing a game of football, taking it in turns with staff to be the goalkeeper. They are eager to act out their individual experiences in their play. For example, six-year-olds play school, taking it in turns to be the teacher and pupil, and when playing in the sand tray, they recruit friends to assist them in building a pyramid to recreate the scenery they will visit on holiday, eagerly demonstrating where the door to the pyramid is and where the 'mummy' is kept. Consequently, children using the out of school facility enjoy their time in the setting and benefit from the high standard of care and attention they receive from staff.

Nursery education

The quality of teaching and learning is good. The manager and staff delivering the Foundation Stage demonstrate a firm knowledge and a secure understanding of how young children learn and progress. Planning covers all areas of learning well and links clearly to the stepping stones, although the detail in planning for adult-focussed activities is minimal and there is little written differentiation of activities in the planning in order that it is clear how activities should be adapted for the diverse capabilities of children. However, the good key worker system and the knowledge of staff enable them to adapt activities to suit the educational needs of individual

children. Current observation records for children receiving nursery education are completed on a regular basis, they detail what children have achieved and learned through activities and most show planning for the next steps in each child's learning. The information from observations is efficiently used to assess how children are progressing along the stepping stones.

Children are involved and enthusiastic and they enjoy taking part in the available activities. They are secure with staff and have good levels of self-esteem. They are confident in initiating their own learning and are generally well occupied by the interesting activities. Children demonstrate consideration and are polite to each other as they wait patiently in line to go outside for physical play and to visit the toilet. Their self-help skills are promoted well during everyday hygiene routines as they are all encouraged to use the toilet and wash their hands independently. Children's verbal communication skills are good. Most children speak clearly and assertively, talking about their personal experiences. They are able to put their thoughts into words, discussing the local building works and the difference it makes to their view from the nursery window. They marvel at the amount of sunshine that now enters the room and how they are able to make patterns on the ceiling by stirring spatulas in the water trays. Staff explain to children that the extra sunshine reflects patterns from the water on to the ceiling. Children laugh and squeal with delight as they stir the spatulas faster to make the reflected light 'dance' around the ceiling.

Children speak clearly and are confident, happy to talk to both adults and other children. They are able to recognise their own names as they find their name on their placemats at lunchtime. They often self-select and look at books independently. The good range and organisation of books encourages children to access books and to develop their reading skills. There is a comfortable area available for children to relax, enjoy quiet time and read books. Children often approach staff to read them stories and staff are always willing to sit down and read to children. The nursery is committed to promoting the communication, language and literacy of children attending. Themes are often organised around stories such as the current insect theme. Each theme is promoted through a range of activities to help children extend their knowledge and awareness of the subject. For example, the themed book is read on a daily basis and rhymes and songs are adapted to suit each of the topics, as well as a wide variety of creative activities being planned to promote children's enjoyment. These additional measures extend children's interest in the subject they are learning about and enable them to develop a deeper understanding of each theme. Staff actively encourage children's understanding and imagination during story times. Books are held so children can see the writing and pictures and staff ask children about the story as it is read and encourage them to predict what will happen next. When children ask questions or offer comments on the story staff are eager to engage them and promote their understanding of the narrative.

Children's behaviour is managed well and they enjoy being in the calm and caring surroundings. They are gently reminded not to run in the nursery and to treat each other and the resources with respect. This promotes children awareness of appropriate methods of behaviour and increases their understanding of suitable conduct. After creative activities children are eager to help to tidy up, fetching cloths to wipe up the gloop mixture that has spilt on the floor, explaining that they have to clean up when they have made a mess. The rooms and the outside play areas are well organised and offer interesting and appealing environments, with a good range of developmentally appropriate resources. Children's counting skills are promoted in everyday activities; they are encouraged to join in counting songs such as 'Five current buns'. Children take it in turn to be the shopkeeper selling the current buns and the customers buying the buns. They eagerly pay for their current buns as they count them down until there are none left. They are regularly asked to count items during routine activities and games and to calculate

how many items they will need for activities. For example, they count how many cups they need for lunch time and how many cake cases they will need when making Easter cakes. Consequently, children's mathematical skills are progressing well.

Staff use appropriate means to sustain children's attention, they sit with children, ask questions and help to expand their learning and enjoyment during activities. Children's awareness of the community and the wider world is increased through activities and the positive attitude of the staff. There are topics to help children learn about nature and the world around them. For example, they take part in growing a variety of plants in both the outdoor area and inside such as flowers and grass caterpillars. They water their caterpillars and patiently wait for the grass seeds to start sprouting through the sawdust and the net bag. Children have access to a computer to help them develop their awareness of information technology and they are able to operate a variety of apparatus with confidence and ease. For example, opening programmes and operating the mouse on the computer to choose options on the educational games available. Children are confident in using the mouse to match pairs and find the hidden items in the picture. Staff praise children when they find all of the items and ensure that all children are proud of the achievements they make during their time in the nursery.

Children enjoy physical play regularly with the good range of play equipment in the outside physical play area. There are regular opportunities to use ride-on toys and to play physical games, as well as dancing and moving to music. They enjoy taking part in fun physical activities and are eager to demonstrate their physical skills, attracting adults' attention to watch them jump over the shadows on the ground. When children have been playing active games they are able to make themselves comfortable for a rest. Staff explain to children that they need to have a sleep on alternate days, so they don't get too tired. They remind children that they used to have a sleep everyday, but as they get older they have to prepare for school, which is why they now sleep on alternate days. At lunch time staff talk to children about the food they are eating, reminding them that fish is good for helping their brains work well and discussing the benefits of eating vegetables. This helps them develop knowledge of the effect of rest, relaxation and a healthy diet on their bodies.

Fine manipulative skills are developing and children demonstrate good control as they use crayons to rub over the pennies they have under the paper. They marvel at producing a replica rubbing of the pennies, on the paper. Children respond well to a wide range of creative activities. They produce a variety of pictures and artistic creations for each topic. For example, they have made snowmen and trees for the winter display. Children's imaginative skills are developing well. They enjoy playing in the role play area as well as using other parts of the pre-school room to play imaginative games. Staff facilitate children's play, and help to promote children's enjoyment of their time in the setting, by allowing children to develop their own play and only becoming involved when they are able to progress the activity. For example, when several children decide they want to go on a boat trip, staff help them to rearrange furniture to construct a boat. Children excitedly jump in their boat, talking about where they are going on holiday and squealing for other children and staff to get out of the water before the sharks get them. They are vibrant and joyful in their play, as they gather provisions to take on their holiday and chat about going to the seaside, scooping up a toy dog to be taken on the trip. There are regular opportunities to play with musical instruments and explore musical sounds and rhythm. Children enjoy listening to music and are eager to participate in dancing and singing sessions. All children enjoy their time in the setting and are developing their learning through well-organised stimulating play.

Helping children make a positive contribution

The provision is good.

Staff have a good understanding of learning difficulties and disabilities and the nursery's policies and procedures promote inclusion for all children. The setting works in partnership with parents to ensure appropriate support is provided to all of the children attending. The nursery links with outside agencies to assist children in their progress and there is an identified member of staff who has attended training and who is able to provide support for children with additional needs. A number of staff have undertaken supplementary training to enable them to improve the language development of children attending the nursery, as part of a multi-agency communication, language and literacy project being operated in the local area. Additional resources such as looped key rings, containing pictures to symbolise activities, are in place to enable children to communicate any needs that they are unable to vocalise due to language difficulties. Consequently, all children are able to fully participate in the setting's activities and are making very good progress in their communication skills.

Staff have a good understanding of equal opportunities issues and use it successfully to help children learn about the world around them. There is a good range of play materials and activities to help children develop positive attitudes towards their own and other cultures and beliefs, and to disability and gender. Different festivals are celebrated such as Easter, Chinese New Year and Eid, for which children take part in a variety of activities and produce artistic creations to display around the setting. For example, children dressed up in ethnic clothing and had mendhi prints painted on their hands to celebrate Eid and they took part in food tasting and learned to use chopsticks for Chinese New Year. These positive steps promote children's understanding of culture, diversity and the wider world.

There is a strong emphasis on focusing on good behaviour and staff have high expectations of children's behaviour. Children's self-confidence and sense of worth is developed well, with the use of encouragement and praise during their play. There are boundaries in place to encourage children to behave in an appropriate manner and to respect their peers, staff and resources. The reward system in place encourages children to think about the way that they behave and to be proud of their own achievements. Children proudly show off the stickers they receive for positive behaviour, and achievements are displayed on the walls in each of the rooms to encourage children to feel a sense of pride in their accomplishments. They take turns and share well, waiting patiently for their turn to play in the gloop and all children join in to help put the toys away when it is tidy up time. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents are positive and friendly, children's individual needs are documented and staff are available to discuss any questions or concerns at the end of each session. The individual routines of babies and young children, such as sleeping and feeding, are discussed and recorded, to ensure that continuity of care is promoted. Parent information boards are displayed and all written procedures and policies are available at the setting, this means that parents are well informed about the care their child receives. Parents are regularly asked their views on the nursery, and newsletters are produced to keep them informed of what activities are planned for each term, along with details of themes and topics and ideas for parents to promote children's learning at home.

The partnership with parents and carers of children who receive nursery education is good. Initial information is provided to parents when children begin to receive nursery education. Staff are available to provide additional information on the Foundation Stage to parents and

details of planning and individual topics are displayed for parents to read. Sessions are arranged for parents to discuss the progress their child is making with their key worker. Children are involved in the planning and preparation of these sessions, designing and making the invitations, visiting the post office to post them and then preparing sandwiches and snacks for parents who attend. Consequently, these occasions are utilised as a learning experience for children, and parents are able to experience the skills that their children are learning and developing at nursery. During these sessions the children's observation folders are displayed to encourage parents to look at them and see how their children are developing. This ensures there is a good flow of information in regard to children's achievements and progress.

Organisation

The organisation is good.

Children are comfortable and feel secure in the well-ordered surroundings. Indoor and outdoor space is organised well to provide an extensive range of play opportunities for children. This enables them to initiate and extend their own play and learning. Children are cared for by an appropriately qualified, dedicated team of staff. There are comprehensive and effective procedures in place for the recruitment and selection of staff and this helps to make sure that those looking after children are suitable to do so. An effective key worker system is in place that ensures a named person is allocated to each child to take responsibility for their day-to-day care and development. The key worker is the main point of contact for parents and carers, and shares necessary information with them. Staff successfully use the policies and procedures to support the well-being, care and learning of children. All documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. There is a strong emphasis on improvement through training and all staff are encouraged to access and undertake appropriate training to enhance their knowledge and awareness of child development and education, to enable them to provide high quality childcare.

The leadership and management of the setting is good. The manager and staff are proactive in assessing the strengths and weaknesses in the educational provision, and continue to seek improvements in the service they provide for parents and children. There are clear and effective induction procedures in place to ensure that children are cared for by appropriately qualified and experienced staff. Effective guidance is given by management to ensure that staff are clear in their roles and the appraisal system monitors staff performance and ensures continuing suitability of staff. Staff delivering the Foundation Stage have a secure knowledge of how children learn and develop and they organise the planning for the National Curriculum to meet the needs of both individual children and the group as a whole, to help children develop academically and enjoy their time in the setting. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to improve documentation, hygiene procedures and the range of equipment in the baby room. The daily attendance record is now completed appropriately, with sufficient details recorded and all medication records are signed by parents to acknowledge that they have been informed of any medication administered. There is now a suitable range of equipment in the baby room to ensure that all babies can be fed appropriately at meal times and the nappy changing routine is suitable and is followed by all staff. As a result of these improvements it is clear when children are present and when they have received medication, ensuring their safety. Children are comfortable while having their dietary needs met and hygiene procedures ensure that their health is protected suitably.

At the last education inspection the provider was asked to improve: opportunities for writing and literacy; children's awareness of numbers; problem solving skills; physical skills; and the monitoring of the educational provision. There are now writing implements in various areas of the room and the nursery implements a program to advance children's performance in communication, language and literacy. As a result, children have sufficient opportunities to write and make marks and are developing well in their literacy skills. There are number lines displayed around the room and children regularly count during routine daily play and activities and often join in with number songs, progressing their mathematical skills appropriately. Opportunities to discover how things work and to develop their problem solving abilities are incorporated in to children's daily play. Children are encouraged to ask questions and to experiment with how things work, in order to progress in their intellectual development. Children enjoy outside play on a daily basis and there is a suitable range of equipment to help them develop their physical skills. They enjoy playing on the climbing frame and riding about in coupe cars and on bikes. Consequently, their physical skills are progressing well. The nursery now has suitable systems in place to monitor the quality of the planning, staff use children's assessments records and their knowledge of individual children to influence planning, although, the detail in planning still needs to be extended upon.

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):

- ensure that children's awareness of healthy choices is promoted by offering them water instead of less healthy options, such as juice.

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 detail in daily planning, so that the adult role in focused activities is clear and differentiation is provided to ensure that the diverse capabilities of children are met.

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