

# Kidszone Oswestry

Inspection report for early years provision

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<b>Unique Reference Number</b>	958972
<b>Inspection date</b>	19 October 2007
<b>Inspector</b>	Dianne Andrews
<b>Setting Address</b>	Cabin Lane, Oswestry, Shropshire, SY11 2LQ
<b>Telephone number</b>	01691 659766
<b>E-mail</b>	
<b>Registered person</b>	Brenda Oakley
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Kidzone Oswestry opened in 2001. It is situated in the Eastern Oswestry Community Centre, in the North Shropshire town. It operates from two rooms. A maximum of 40 children may attend the setting at any one time. The setting is open each weekday from 08:00 to 18:00 during term times and the holiday club is open in the school holidays from 08:30 to 18:00. All children can access an enclosed outdoor play area.

There are currently 126 children on roll. Of these, 42 children receive funding for nursery education. Children come from the local area. The setting supports children who have special needs and children who speak English as an additional language.

The setting employs nine staff. Over half of the staff have early years qualifications. The setting holds the Growing Together quality assurance award.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The children are cared for in a warm setting where they learn the importance of appropriate personal hygiene and personal care through the daily routines. Some steps are taken to prevent the spread of infection; tables are cleaned prior to meal and snack times and staff follow a cleaning rota for toys and equipment. However, some toys and books are old and in a state of disrepair and although they have been cleaned they do not look appealing or inviting. Some areas of the premises, such as under movable units and around the edges of the room, are not rigorously cleaned and the arrangements for sleep or rest do not offer protection from the risks of cross-infection. In these areas children's good health is compromised.

Children receive appropriate care if they are ill or have an accident because the majority of staff hold current first aid certificates, with some staff attending further training to support children with additional medical needs to ensure they know the correct procedures to follow in a medical emergency. Children's well-being is promoted because staff are aware of individual children's health care needs and the required documentation and consents are in place to support this. However, the system for recording accidents and incidents on loose-leaf sheets is not rigorous enough to consistently protect children's well-being.

Children begin to understand the benefits of a healthy diet as they are offered nutritious snacks such as fruit and vegetables. They are encouraged to use all their senses to explore a range of interesting food, such as avocado, pomegranate and mange tout, during an activity, then eat it at their snack time. They recognise the benefits and importance of a balanced diet as they explain that eating vegetables helps them to be healthy and enables them to play the games they love, such as football. Children in the breakfast club enjoy the cereals and toast they are offered before school.

Children appreciate a range of activities which contribute to their good health. They play outdoors during each session enabling them to get plenty of fresh air. They are helped to understand how exercise helps them to stay healthy through discussions with staff. There are some suitable outdoor activities to help children to develop the confidence to enjoy moving with control as they use equipment such as hoops, balls, wheeled toys and 'space hoppers', but have few opportunities to climb and balance in order to develop their skills in these areas. Children access a wide range of equipment, such as construction kits, play dough and small world toys to help develop their fine manipulative skills.

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

The provision is satisfactory.

The premises are secure and access is effectively monitored to promote children's safety. The play rooms are decorated with attractive examples of the children's own artwork, displays and photographs to make the premises welcoming to children and parents. Children have use of two playrooms, which are separated by a partition, the design of which is not suitable to ensure children's safety, especially when adults or children are using the adjoining door. There is a range of low-level storage that children independently use when self-selecting resources, however, the use and organisation of some furniture, such as larger tables and chairs, within the rooms is not effective for the nursery-aged children and does not wholly promote their

development. There are few opportunities for children, especially those using the out of school provision, to relax in comfort.

Children have access to an extensive range of toys and equipment suitable for their stage of development, although some are not of good quality or maintained effectively to maximise children's enjoyment. Staff supervise children's play to ensure that toys are used appropriately. Fire safety precautions are in place and staff practise emergency evacuation with the children to ensure they know what to do in the event of a fire. There are basic risk assessments in place for some areas of the nursery, but these do not identify all hazards and risks to fully promote children's well-being.

Children's welfare is safeguarded because staff have attended training to ensure they fully understand the correct procedures to follow for reporting concerns. They have a good understanding of signs to be concerned about in relation to child protection matters and are presently reviewing their Safeguarding Children policy in line with local procedures.

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

The provision is satisfactory.

Children in the breakfast club enjoy a range of play opportunities suitable for their age and interests. Small groups of children happily play games together and some of the older girls eagerly look after the youngest children present. They show an understanding of the daily routine as they quickly tidy away when it is time to go to school.

Children arrive at the nursery with enthusiasm, they leave their carers confidently and settle eagerly to activities, which are prepared by staff before their arrival. All children make positive relationships with staff and their peers and spend the majority of their time playing together purposefully. The development of children aged under three is promoted by use of the 'Birth to three matters' framework, which staff use to plan a range of appropriate activities within each aspect. Key workers complete children's records of progress based upon observations of their play.

### **Nursery Education**

The quality of teaching and learning is satisfactory.

Children are making satisfactory progress towards the early learning goals. Senior staff have a good knowledge of the Foundation Stage, which they use spontaneously and within planned activities to support children's learning in most areas. Staff enjoy good relationships with the children and actively engage with them, sitting with them and encouraging them to take an active part. The system for observing and assessing the children has been reviewed and is in the process of being changed to 'Learning Stories' to enable staff to make best use of the information when planning for the next stages in children's learning. A range of interesting and well considered activities are planned by senior staff in each of the rooms using their expert knowledge of the Foundation Stage. The plans show intended activities under each of the six learning areas, however, the learning intentions are not clearly identified so that the whole staff group understand the objectives. The planning does not show differentiation to ensure activities consistently meet all children's developmental needs. Staff make good use of daily routines to help children recognise their own name and to talk about colours, shapes and numbers. However, some children complete routine tasks with ease and therefore, their learning is not maximised. There is some mix of child-initiated and adult-directed activity, but adults

do provide most resources, missing opportunities for children to make more independent choices about what they do.

Most children enjoy their time at the nursery and are generally confident to play independently or in small groups. They have a positive approach to new experiences and share their enthusiasm with their friends. They make positive relationships and show concern for others, for example, a child bumping into another immediately apologises and asks if the other child is alright. Children are encouraged to do little jobs such as helping at snack time, which helps to develop their sense of responsibility. Adults ask them if they need their coat on before going outside, so encouraging them to become aware of their own needs. For the large majority of the time, the older children sit quietly and listen well, knowing that they 'need ears to listen', however there is not enough adult support for the younger Foundation Stage children during adult-directed activities and this hampers their learning.

Children learn about the seasons and begin to understand the world around them as they talk about the falling leaves, the conkers a child has brought into the group and as they observe the grass cutting in the outside area. They use their senses as they explore a wide range of fruit and vegetables within their harvest theme; the younger children enjoy identifying foods hidden within a feely bag, using words such as smooth, bumpy and prickly. Children use numbers for counting many times throughout the day; they count the number of children present in the room and develop their mathematical skills further through various adult directed activities, such as the recognition of 2D and 3D shapes and simple problem solving like sorting and pairing. However, there are fewer opportunities, particularly within the daily routine, to develop children's early understanding of addition and subtraction, for instance combining and comparing numbers within a practical context.

Children are keen to demonstrate their writing skills in their project books, although the writing areas are not attractive and inviting features of the rooms and there are few resources available within the role play areas to encourage them to write for a purpose. Adults relay stories in a lively way, plan activities using different stories as part of their theme and encourage children to come into the group dressed as their favourite character, so encouraging and motivating their interest in books. Most children speak confidently and clearly and those with communication delays are offered support and suitable activities to help them to develop in this area. Children enjoy creating pictures and wall displays using an interesting range of mediums and painting techniques, which are provided and chosen by the adults, but have limited opportunities to create and explore using accessible materials and their own imaginations. They play imaginatively in all areas of the nursery, developing roles and characters within the home area and building representative models such as aeroplanes with construction kits, which they fly around the room while making the sounds of the engines.

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

The provision is satisfactory.

Children are welcomed into the group and are valued by staff who respect their individual personalities, which helps them develop a sense of belonging. They have equal access to toys and equipment which meet their individual needs, so they can become confident and independent. The group has good procedures in place to support children with learning difficulties and/or disabilities, for example individual education plans are drawn up as staff work in partnership with parents and other professionals to ensure children's individual needs are met. Staff use effective strategies to promote inclusion and help all children learn strategies for future independence.

Children's spiritual, moral, social and cultural development is fostered. They are polite and caring and are learning to understand right from wrong. Staff manage children's behaviour appropriately using clear explanations of why a behaviour is not acceptable and providing them with good strategies to help them learn to manage their own behaviour. Staff praise children throughout their play with simple words which they understand such as 'well done' or 'that's wonderful', so helping to boost children's self-esteem. They are working with parents and outside agencies to offer effective support where children display challenging and disruptive behaviour. Children have good opportunities to learn about their local environment and the wider world. They go on outings into the community, for instance to the local residential home for the elderly where they sing songs and make gifts of food from their harvest collection. They develop an understanding of their own culture and those of others as they look at various festivals and cultural events. Children who attend the out of school provision make posters showing their understanding of how people live in other countries.

Children benefit from close working relationships staff develop with parents and carers. Parents of the younger children share a home-link diary with their child's key worker, which includes useful information such as the activities children have taken part in. They also have an opportunity to share the experience of caring for a soft toy, which children take home from the nursery for the weekend and, with their parents or carers, record in a diary what they did. Parental notices and the most detailed information is displayed in the main foyer, however, parents of the younger children do not routinely access this area. This means they may not be fully informed about the provision. Staff take the time to talk to parents on a daily basis and as a result, children receive consistent care.

The partnership with parents and carers of funded children is satisfactory. Parents receive some written information about the Foundation Stage in the nursery prospectus and are provided with an overview of their child's learning through regular newsletters, which give them a taste of what activities their child is likely to be doing. Parents are aware that the group keep records of their children's progress, which are passed onto the school. However, the system in place is not fully effective in offering parents an opportunity to discuss their child's starting points and ongoing development or to enable them to be actively involved in their learning.

## **Organisation**

The organisation is satisfactory.

Most of the required documentation is maintained appropriately to support the care of the children. The officer in charge is presently compiling the setting's operational plan to cover all areas of practice. This process includes the reviewing of some key policies and procedures, such as the policy for Child Protection. There are mainly suitable recruitment procedures in place to ensure that staff are appropriately vetted and qualified, however, references are not always complete prior to the commencement of employment. Although these staff members are supervised while they work in the setting this potentially compromises children's well-being.

Staff are approachable, caring, work well together as a team and make mainly appropriate use of the resources and space available to promote children's health, enjoyment and achievement. They attend regular training, so demonstrating a commitment to developing their practice. Overall, the children's needs are met.

Leadership and management is satisfactory.

The proprietor has regular meetings with her senior staff members to ensure they share a clear sense of purpose and direction, but has not been actively involved in the management of the nursery education and is therefore not able to monitor the effectiveness of the teaching and learning. The group have been acting on advice received from the Local Authority's Development Officers to improve and develop the service and quality of education. They are beginning to work on improvements to assessment and the recording of children's progress and on ensuring that planning is sufficiently comprehensive. Regular staff appraisals provide effective opportunities to identify strengths and weaknesses and areas for professional development. Induction procedures ensure that new staff are aware of their roles and responsibilities.

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

At the last inspection several recommendations were made to improve the standards of care. The nursery was asked to ensure that hot drinks are inaccessible to children and to ensure that parental permission is obtained before administering medication and that parents sign entry in the medication record. Hot drinks are now available in the kitchen area only and the procedure for the recording of medication is appropriate. These improvements help to promote children's well-being and safety.

The nursery was asked to ensure the taps are in working order and that there is sufficient storage so space is used effectively. The taps are now in working order to allow children to use them independently to take care of their own needs and low-level storage has been improved in order to promote better use of the space and enhance children's learning opportunities. However, further organisation of the play space remains an area for development.

The nursery was asked to make improvements to the education provided by offering opportunities for mark-making within the role play areas. Children now have opportunities to access an adjacent writing area in the older children's room and use the resources in the role play area. But there are still some missed opportunities for children to initiate mark-making and writing for a purpose in all role play situations.

They were asked to develop children's creative skills, to enable them to develop their own ideas and make their own creations so enabling their creativity and imagination to have expression. There are many interesting opportunities for children to create using a variety of resources and materials, however, most activities are planned and directed by adults and creative materials are not accessible to allow children to create using their own imagination. This remains a recommendation at this inspection.

They were also asked to develop the observations and assessments of the children and link these into future planning. Key workers have a good knowledge of the individual children's developmental stages and the planning system continues to be developed to promote children's progression and to make best use of individual assessments within the plans.

### **Complaints since the last inspection**

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards.

A concern was raised with Ofsted that adult management of behaviour had not been developmentally appropriate and that physical intervention had been used when it had not been necessary.

Ofsted carried out an unannounced visit to investigate and National Standards 11: Behaviour and 13: Child Protection were covered.

There was no evidence to suggest a breach of Standard 13; however, there was evidence to suggest breaches of Standard 11 and actions were raised as a result: ensure that adult handling of behaviour is consistent and developmentally appropriate and that physical punishments or the threat of them are not used, and ensure that the records of incidents, including those where any physical intervention is necessary, are sufficiently detailed and maintained in a consistent and organised manner.

The provider was awaiting confirmation of the outcome of the complaint at the time of the inspection and shows commitment to taking appropriate steps to ensure improvement.

The provider remains qualified for registration.

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 satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that good hygiene procedures are in place throughout the setting
- improve documentation following accidents
- Ensure risks and hazards are identified and reduced effectively and that furniture provided is appropriate for its purpose and helps to create an accessible and stimulating environment.

#### **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):

- plan the environment to make the most of the opportunities available for children to learn effectively by exploring, creating and making more choices independently
- improve planning so that the learning intentions are clear and there is differentiation to enable all children to progress in line with their age and ability
- develop opportunities for parents to be involved in their children's learning and progress and to share what they know about their children.



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)