

Kitts Green Childrens Day Nursery

Inspection report for early years provision

Unique Reference Number	EY262395
Inspection date	08 February 2008
Inspector	Jan Burnet
Setting Address	45 Ridpool Road, Kitts Green, Birmingham, West Midlands, B33 9RB
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Registered person	Birmingham City Council
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Kitts Green Community Day Nursery is a long established local authority nursery provision that was registered in 2003. It operates from a purpose built unit in Kitts Green, Birmingham. The group primarily serves the local community but is also a city wide resource. The premises consist of playrooms for children aged under two years, and connecting rooms for children aged from two to under five years. Children have access to a secure outdoor play area and rooms for soft play, music, books and sensory development. Opening hours are Monday to Friday from 07.30 until 18.00 all year round, with the exception of bank holidays.

A maximum of 71 children aged under five years may attend at any one time and there are currently 49 children on roll. This includes 20 funded three-year-olds and two funded four-year-olds. A service is provided for children who speak English as an additional language and for children with learning difficulties and disabilities.

A total of 10 staff work with the children and all are qualified. The nursery is linked to a local quality assurance scheme. Children's centre services are currently being developed on site and links between the nursery and other professionals have been established.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is protected because routines for hygiene and food safety are good. Older children are aware of the need to wash their hands before eating and after using the toilet and staff are aware that children's health is best protected with the use of antibacterial liquid soap. The risk of cross-infection is minimised at sleep times because bedding is laundered daily and when nappies are changed because procedures are thorough. Children's health is also protected effectively because parents are aware that their child should not attend if he or she has a contagious illness or sickness and diarrhoea. Children's best interests are served with staff implementation of accident procedures and all hold in-date first aid certificates.

The risk to children from unsafe food is very low because food hygiene is addressed well. Children's individual dietary needs are fully met and meals and snacks are nutritious. Information for parents identifies that menus have been drawn up so that every meal includes carbohydrates and that five portions of fruit and vegetables, three portions of milk and dairy and two portions of meat or fish or an alternative are provided daily. Menus are displayed and show a good variety of substantial lunchtime meals and lighter teas. Fruit is provided for snacks. Children of all ages join together for lunch and they enjoy meal times as social occasions.

Children's emotional well-being is addressed well and begins with a good settling-in procedure. Children are happy and settled. They enjoy outdoor play each day and have access to a good range of equipment for climbing and riding.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy activities in a very warm and welcoming environment. Playrooms are adequately equipped and children also have access to a library room, music room and sensory room and soft play room with a ball pool. There is also a 'veranda' alongside playrooms that links to the outdoor area, although best use of this space has yet to be established following a recent reorganisation of rooms. Equipment for children in all areas is safe and in a good condition. Children's independence is developing well as the storage of resources is organised to encourage them to self-select.

Risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and addressed inside the building and in the outdoor play area. A thorough fire risk assessment has been drawn up and is reviewed, an automatic detection and alarm system is fitted and children are aware of the evacuation procedure because it is practised regularly. Children learn how to keep themselves and other children safe, for example use of sit and ride equipment in an area of the garden that is inaccessible to younger children and not running in playrooms. Children are safe from unwanted visitors and could not leave unsupervised because security is good.

Children's welfare is safeguarded by staff who have a sound working knowledge of abuse and neglect and are aware of local referral procedures. A thorough child protection procedure has been developed and is known by parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the stimulating environment created by staff. They confidently select resources and get involved in activities. Children make progress because staff are aware of the individual needs and interests of children in their group and they use their knowledge of child development to challenge them effectively. Key workers for children under three years ensure that they promote learning by providing a good range of activities on a daily basis and because they offer good support according to children's different stages of development. A high priority is given to personal, social and emotional development. Observations are used to track each child's progress, but assessment is not used to plan the next steps for individual children and potentially this impacts upon the progress that children are able to make.

Babies up to the age of two years are cared for in a recently built extension to the nursery and resources are very good. Large muscle development is promoted effectively, babies explore a range of resources that promote the development of their senses and good relationships with staff ensures that their emotional needs are well met. Children aged two years are encouraged to recognise colours and shapes as they play, independence is encouraged as they are able to select resources from low-level storage units and manipulative skills are developing well as they have daily access to pencils, crayons and malleable materials. Today a staff member is supporting children as they are developing skills with scissors. Books are always available and children enjoy listening to the story of the week. They are encouraged to count as part of daily routines, for example, the number of children sitting at the table at snack time and they are learning to recognise their names, for example, with use of cards showing their photograph and name. They have daily access to role play and small world resources, enjoy sand and water play, can choose to take part in art and craft activities and can select construction toys and puzzles. Children are learning to share and take turns and language development is promoted well by staff.

Nursery education.

The quality of teaching and learning is satisfactory. Three- and four-year-old children access a satisfactory range of resources, which support their learning across the six areas of learning. They are happy and sociable, enjoy the support of adults as they play and also play independently with activities chosen by themselves. They behave well and demonstrate that they are aware of behaviour boundaries. They show consideration for each other and are learning to share and take turns. Children are gaining an awareness of how other people live as they celebrate a range of religious and cultural festivals and have access to a range of resources that reflect diversity.

Opportunities for children to be imaginative and inquisitive are limited. For example, they do not currently have daily access to role play resources and do not move imaginatively to music. Opportunities for exploration are mainly seasonal, for example planting and growing in the Spring. Children confidently name colours as they play and learn how to mix colours to create others. They are not developing information, communication, technology skills because a computer in their playroom has broken and other programmable resources are not available.

Children benefit from continual access to the book area and they handle books well. They are aware that print carries meaning and today one of their workers talks to them about books on the table that link to the 'people who help us' theme. Children confidently name vehicles and talk about what the workers do and the sound that their vehicles make. They then draw pictures of the vehicles. The worker encourages children to make the sound of the letter that begins

their name as she writes names on their pictures. Children do not name their own pictures. Manipulative skills are good and are practised daily with a range of tools and resources, for example, use of a knife and fork at lunchtime and access to scissors, pencils and crayons, threading and construction toys. The outdoor area is used daily and includes a range of large equipment suitable for children at different ages and stages of development. However, three and four-year-old children are not able to regularly practise skills with use of challenging climbing, sliding and balancing equipment because this fixed equipment is a fenced area that is not always accessible. They have gained good control of sit and ride toys and skilfully pedal and steer.

Children count the number present each day at register time and as they line up to go outside. However, whilst playing with resources in the mathematics area of the room, children are not supported by adults for 'one on one' counting, sequencing and pattern making. Opportunities for weighing and measuring are limited and, although activities to promote calculation are periodically planned, problem solving is not part of daily routines and the use of mathematical language in their play is limited.

The planning and assessment system has recently been reviewed and children have been divided in to three groups according to their different abilities. Main learning intentions for a planned activity are identified and staff ensure that the activity is adapted for different children. The activity is evaluated and observations are recorded following planned activities and spontaneously during play. However, staff are not using what they know to effectively track children's progress and then plan for the next steps.

Helping children make a positive contribution

The provision is good.

All children are welcomed and their individual needs are known and are met well by staff. Children gain a good awareness of diversity because they are able to choose from a good variety of resources that reflect positive images and they learn to value each others' similarities and differences by celebrating different religious and cultural festivals through the year. Parents are invited to join in with celebrations and today they are supporting their children as they enjoy art and craft activities linked to Chinese New Year. Chinese food is served at lunchtime. Children's spiritual, moral, social and cultural development is fostered. All children are valued and included. Good communication between parents and staff ensures that children who speak English as an additional language and children with learning difficulties and/or disabilities are able to reach their full potential. All staff are aware of and fully implement the Special Educational Needs Policy and ensure that they work together and with parents and other professionals to ensure that children are supported and challenged.

Positive behaviour is consistently promoted with staff implementation of the behaviour policy. Children are praised and encouraged and generally behave well. Any signs of disruptive behaviour are addressed effectively by staff by diverting children and by explaining at a level that is appropriate for a child's stage of development. Children are learning to share and take turns. Pre-school children have chosen their group rules; to be kind and caring, to listen to staff and each other and to tidy up. Staff are good role models and encourage children to respect themselves and others and their environment.

Consistency of care for children between home and nursery is given a high priority by all staff and is addressed well with a welcoming environment, 'open door' policy, good support for families, clear policies and thorough admission information. Parents sign to say that they have

received a copy of the prospectus and are aware of Ofsted's expectations, nursery policies, the complaints procedure, access to files procedure, medication procedure and the nursery's responsibility regarding accident and child protection. Parents are also asked if they would like to write anything in a 'Parents/carers expectations/requirements of the Nursery' section. The provider demonstrates a commitment to assessing and improving the care of children because a complaints procedure is provided. However, this does not include the revision to criteria issued in October 2005, specifically the required response time for written complaints and parents' rights to access complaints records. Potentially this has an impact on the overall quality of the service provided.

The partnership with parents and carers for nursery education is satisfactory. Information on the Foundation Stage is explained during induction, is mentioned in the prospectus and is included in a parent folder left easily accessible in the parent reception area. Meetings with parents are arranged by key workers each term so that assessment records can be shared. Information is also obtained from parents on their child's achievements but this is not being used to inform planning and potentially this impacts upon the child's progress.

Organisation

The organisation is satisfactory.

The provider ensures that children's care and education are promoted by qualified and experienced staff. Resources and activities are easily accessible to all children and they are encouraged to become independent learners. Children's welfare and care are supported with staff implementation of the setting's policies and procedures, although the complaints procedure does not include up to date information. Legally required documentation is in place and is satisfactorily maintained.

The leadership and management of early years education is good. The provider and recently appointed senior staff team have reviewed practice and with staff support, are implementing changes that will enhance children's education. For example, all staff have drawn up a resources wish list, space for pre-school children has been re-organised and the system for planning and assessment is being changed. All staff are qualified and children benefit from their commitment to improve their knowledge and skills. The key issue raised at the last inspection has been addressed with the addition of a computer to resources, although this is currently not available. Managers monitor and evaluate care and education effectively in order to address improvement. Staff are clear of their roles and responsibilities and advice from other professionals is sort and welcomed in order to improve practice and outcomes for children.

Overall, children's needs are met.

Improvements since the last inspection

At the time of the last care inspection the provider was asked to ensure that all staff are aware of child protection procedures including the procedures to be followed in the event of an allegation being made against a member of staff or volunteer. Children are appropriately protected because all except two recently appointed staff members attended safeguarding children training in 2007. The provider ensures that all staff are aware of a comprehensive written child protection procedure. One key issue was raised at the time of the last nursery education inspection. The provider was asked to provide opportunities for children to learn about how things work. This was addressed following the inspection but recently the only

programmable resource has been a computer and this is currently in need of repair and so children are not developing skills.

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.

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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 observations and assessment are used to plan the next steps for each child's play, learning and development
- review the complaints procedure to include revision to criteria, October 2005.

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):

- develop assessment systems so that information from parents as well as staff observations and assessment informs planning for the next steps in each child's learning along the stepping steps within the six areas of learning
- extend opportunities for children to develop their imagination with easy access to resources, and develop creatively and physically whilst moving to music and using the range of equipment available
- extend the use of mathematical language, concepts and problem solving in daily activities
- ensure that children are able to develop skills with use of information, communication and technology equipment.

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