

Kinder Nursery-Clare Park Day Nursery

Inspection report for early years provision

Unique Reference Number	127301
Inspection date	10 January 2008
Inspector	Stephanie Graves
Setting Address	Beech Road, East Malling, West Malling, Kent, ME19 6DH
Telephone number	01732 871300
E-mail	
Registered person	Kinder Groups Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

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

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

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

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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

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?

Kinder Groups Ltd - Clare Park Day Nursery, is one of seven nurseries run by Kinder Groups Ltd. It opened in 1990 and operates from five rooms in a purpose-built building. It is situated within the Malling School, in East Malling, Kent. A maximum of 124 children under eight years of age may attend at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. Sessions for the after school club are from 15:00 to 18:00 during term times and sessions for the holiday club are from 07:30 to 18:00 during school holidays. All children share access to a secure, enclosed outdoor play area.

There are currently 124 children aged from two to under eight years on roll. Of these, 35 children receive funding for nursery education. Children come from the local area and wider communities. The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery employs 21 members of staff. Of these, 16 hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about health and hygiene issues through good staff support. For example, staff are heard to say 'use some soap' and 'rub your hands together' as children wash their hands before meal times. Effective hygiene measures are in place throughout the setting. Staff wear disposable aprons and gloves during nappy changes and when serving food within the nursery and after school club. Surfaces are cleaned with anti-bacterial solution and any soiled clothing is dealt with appropriately. These procedures help to prevent cross infection. Children are cared for effectively if they have an accident or become unwell. This is because accident and medication procedures meet with requirements and parents are contacted if their children become unwell. Children enjoy being active but can also sleep or rest in comfort, which promotes their sense of wellbeing.

Children learn about healthy eating through the activities and routines provided. Meals are varied, well presented and nutritious. This means children find the food appealing and happily eat what is provided. Main meals are prepared and delivered by an outside agency and staff follow appropriate procedures to ensure it is at the required temperature before serving it to the children. Menus include a range of fish, meat, pasta dishes and fresh vegetables. Desserts and snacks include fruit and yoghurt or a light sponge with custard. All food is made manageable for the very young children attending which helps to promote safety and independence. Even very young children are heard to ask for their preferred food as they observe what is available at snack time. Staff in the baby room dim lights and create a calm environment, which helps to settle the babies ready for their meal. Drinking water is readily available and many older children are independent with pouring their own drinks. They are involved with setting tables for meals and those attending the after school club help to prepare food, including making their own sandwiches for tea. This helps to promote independence and awareness of healthy eating. Clear agreements are placed with parents to ensure children's individual dietary needs are met.

Children enjoy the physical activities provided through the nursery education curriculum. They have access to a play area containing large apparatus, which helps them to develop their physical skills and coordination. They learn about the effect physical exercise has on their bodies, for example, as they negotiate their way around an obstacle course. Children are also provided with many fine manipulative experiences to help them develop smaller muscle control. These include construction, mark making, using scissors and programmable toys. These opportunities mean children's physical skills are well promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children can play and learn within safe boundaries at the nursery. They are supervised closely at all times, which helps to ensure their safety, although the main entrance to the after school provision is not secure. Although safety measures have been considered, the current procedures could still present a risk to children's safety. Toys and resources are checked regularly to ensure they are safe and suitable and a stimulating range is accessible to all children, to meet their different ages and stages of development. A written risk assessment and daily checks help to reduce potential risks to children. Effective measures are in place to ensure their safety, including soft mats around the indoor climbing apparatus and where babies play with soft gym equipment.

Children learn how to keep themselves and others safe. For example, they follow simple instructions when playing on climbing apparatus and learn to cut 'very carefully' with scissors. They know that only a certain number of children can take part in some activities at once and the emergency evacuation procedure is practised regularly. These procedures help children develop a good awareness of personal safety.

Children's welfare is promoted well within the setting because staff have an up-to-date knowledge and understanding of safeguarding children procedures. They understand the signs and symptoms of abuse and know the procedures to follow in the event of any concerns. Training has been attended and all staff know where to access important information. The procedures in place help to ensure that children's welfare and safety are the main priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are content and happily involve themselves in their preferred activities. They can move around and make choices from a range of stimulating toys and resources. Staff have a good understanding of children's developmental needs and the range of experiences they need to progress. For instance, staff have attended Birth to three matters training, plan activities in advance and chart the progress of babies and young children effectively. They spend most of their time playing and talking with the children and babies which helps to develop their early communication skills. Babies and the younger children enjoy investigating through resources such as play dough, sand and a range of stimulating interactive toys and experiences that they can explore using their senses. These include activity centres, a hanging mobile with soft lights, music, songs and hand held toys. They enjoy the freedom to play with 'soft gym' resources, which encourage free movement and physical exercise.

Role play concepts encourage young children to represent real life experiences through their play. For example, they talk about dressing baby dolls and explain they are 'going to sleep now' as they wrap them in blankets. The younger children talk about their favourite activities, which currently include 'dollies', 'play dough' and 'cars.' Staff offer the children a range of activity options, which creates excitement and choice. Children's creations are attractively displayed throughout the nursery, which helps to reinforce a sense of pride in their achievements. Children enjoy being outdoors in all weathers and despite the outside play areas currently being renovated, have access to the outdoor environment all year round. The children attending the after school club enjoy opportunities to interact with staff and one another and choose their preferred activities. These include a range of table top games, outdoor play and table tennis, and children are heard to politely ask for their favourite games and activities. The relaxed atmosphere helps children unwind after their school day.

Nursery Education

The quality of teaching and learning is good. Children's achievements are charted well, through the stepping stones towards the early learning goals and shows they are progressing well. Their learning and achievements are good in relation to their starting abilities, recorded in 'all about me' profiles. The staff implement the Foundation Stage requirements well. They observe and assess children's learning regularly and complete a transfer document to help with the transition into local schools. General planning is well documented, covers all areas of learning and is differentiated to ensure the needs of all children are met. However, activities are not currently consistently evaluated to assess the success of the experiences provided. The next steps in children's learning are used to inform future activity plans, which help to ensure learning

objectives are met and that activities are based on children's interests and learning needs. Children have keen attitudes towards play and learning opportunities. For instance, they respond well to teaching methods, for instance, as staff creatively maintain their attention during activities and then set timers to warn them that it is nearly tidy up time. This helps children prepare for a change in routine.

Children are friendly and sociable. They can be heard to make comments, such as, 'we take turns' as they share resources and play well together. They demonstrate a sense of responsibility as they help to prepare some activities and tidy away. They listen to instruction well and know where to put things away and when. They enjoy contributing to discussions during small group activities and staff questioning helps to promote excitement and interest. They talk about home, their families and interests, which helps them feel they belong. They move around and choose their own activities, pour their own drinks and help with routine tasks, which helps to develop their independence.

Children have opportunities to recognise and write simple words including their own names. They enjoy mark making activities and can access a range of appropriate tools. They learn to hold a pencil correctly, for example, as they colour in pictures or make their own creations. They enjoy listening to stories and looking at books, some of which are linked to current themes. These are easily accessible and offer free choice and variety. Environmental print, such as, labels on resources, the days of the week, and key words on displays, helps to promote pre-reading skills and children learn about initial letter sounds, such as 'c' for cups and their own names. They learn new vocabulary, such as, 'diplodocus', 'triceratops' and 'pterodactyl,' as they reflect on activities connected with dinosaurs. This helps to reinforce their learning and develop their language skills.

Children use numbers in a range of situations. For example, they know that three children can play in the role play 'dinosaur cave' at one time and help to count out plates and cups at snack time. They count children around the table and then work out how many more cups are needed when there is one short. They persist with activities, for instance as they attempt to complete a large floor puzzle. Staff use language including 'match' and 'fit' and ask questions, including 'where does his head go?' to help them to solve problems and work out where to place the pieces. Children confidently talk about how old they are and are heard to say, 'I am four' and 'I am three-and-a-half.' They learn about capacity as they fill containers with water during a painting activity. Staff ask them what might happen if they put too much water in which helps children learn that the container is full and might 'spill.' They learn about size, for instance through working out whether bunches of flowers are 'big or small.' Children's responses include 'they are all the same.' These activities help children develop a good awareness of size, shape and measure.

Children explore and investigate as they play with a variety of natural resources, including sand, straw and saw dust. They grow plants and bulbs, which helps them learn about things that grow. They make up their own paint and show great concentration as they choose their favourite colours and methodically stir it together with water. They develop a sense of time, for instance, as staff use a three minute timer to pre-warn them that it is 'almost tidy up time.' This means children have plenty of time to prepare for a change in routine. Children enjoy playing with programmable toys, for instance as they use a tape recorder with ear phones. Staff ask if they can hear singing or talking which helps them listen and respond. Children become excited as they talk about making play dough and choosing different colours. Staff imaginatively extend ideas by talking about making dinosaurs and dinosaur eggs, which helps maintains children's interest and motivation.

Children enjoy physical activity and although the outdoor area is currently unavailable, they have opportunities to climb, balance, and move over large apparatus and obstacle courses to promote their physical development. Children are creative. For example, they dance and move to music and stories as they 'run,' 'fly, or 'stomp' to the swamp and 'twizzle' round as they pretend to be dinosaurs. They devise their own themes during role play, for example, as they use torches to find dinosaur eggs in saw dust and straw. They can be heard to say 'dig, dig, dig and if you find something hard on your feet then pick it up.' This means they are making connections and showing confidence when leading and cooperating during their play pursuits.

Overall the setting plans and provides a range of experiences that ensure children's social, emotional, physical and intellectual skills are well promoted.

Helping children make a positive contribution

The provision is good.

Children are welcomed and cared for according to their individual needs, because staff treat them with equal regard. Babies and the younger children are continually acknowledged and affirmed, which helps them to feel secure and develop a sense of belonging. Children access toys, resources and experiences, which include positive images of diversity and encourage them to learn about the differences between themselves and others. Children with learning difficulties and disabilities are well supported which ensures they are included and involved equally in the routines and activities provided.

Behaviour management strategies promote positive behaviour. Staff ensure children learn right from wrong through speaking to them quietly and calmly to help them understand why some behaviour is not acceptable. Good manners are encouraged and as a result children are polite and respectful towards staff and one another. Staff regularly praise them for their achievements and good behaviour, which helps to ensure children's welfare and self-esteem are promoted. Children benefit from an effective partnership with parents. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures. A good range of information is shared and parents feel staff are friendly and approachable. They believe their children receive very good care and are updated on their progress regularly. Shared information helps to ensure effective two-way support for children.

The partnership with parents and carers is good. Parents with children in receipt of funding for nursery education receive good quality information and have ongoing opportunities to share their children's progress records. This helps to keep parents updated with their general achievements including any new language acquired. It also ensures that children's learning needs are addressed. Planning is displayed, parents know they are welcome to visit the nursery at any time and open visits are planned regularly. This helps to provide children with consistency between the nursery and home environments.

Children's spiritual, moral, social and cultural development is fostered. They play cooperatively together and share and take turns. They demonstrate excitement as they take part in the stimulating experiences available. Children's communication skills are well promoted and they are friendly and sociable. They have regular opportunities to talk about their home lives and favourite interests. Overall, children are happily involved in meaningful experiences, which are enjoyable and help them to learn and progress.

Organisation

The organisation is good.

Children are cared for within a well organised environment. They enjoy warm relationships with staff and have free access to a good range of play and learning experiences. Although some improvement is required regarding safety procedures, children are well supervised at all times. Effective systems are in place to ensure the adults working with children are suitable and staff training needs are addressed on an ongoing basis. The staff team are dedicated to the needs of all the children and work enthusiastically within their respective roles. The provider keeps Ofsted informed of all relevant matters and operational procedures are clear. The registration certificate is displayed and the necessary records are all in place and shared with parents. These include daily attendance records for children, staff and visitors. The range of policies and procedures help to underpin the group's professional practice and promote children's welfare, care and learning.

The leadership and management is good. Staff apply the Foundation Stage well and clear aims promote all areas of learning and development. Children are observed and assessed against the stepping stones and as a result they are progressing well. Curriculum plans cover all areas of learning and these are displayed for parents. Staff are committed to the children's needs and integrate care and nursery education well. This helps to promote successful outcomes in all areas of learning and development. The provision of toys, equipment and resources is good and resources are being increased. The range available encourages children's interest and motivation. Although some activities are not evaluated clearly, the overall effectiveness of teaching and learning is monitored and evaluated regularly. The setting shares links with local primary schools, which helps to prepare children for the transition into school.

The provider is dedicated towards the ongoing improvement of the nursery. This is evident in the developing self-evaluation exercises and reflective practice. The setting has recently achieved accreditation and children receive very good care and learning opportunities. The nursery provides a professional service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider received a recommendation to continue to update the policies for the nursery, and ensure the policies for equal opportunities and child protection meet with current requirements.

The recommendation has been addressed. The group updates the policy documents as required. The provider has taken positive steps towards improving the service and ensuring children are safe and well cared for at all times.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action in order to meet the National Standards. The concern related to National Standard 2: Organisation, in relation to staffing ratios. The complaint was investigated through an unannounced inspection on 17th June 2005, where the concern was addressed with the provider.

As a result of the visit an action was set to provide an action plan to show how staff would receive training to ensure the care of the under three year olds was improved. 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 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 potentially hazardous cleaning solutions are inaccessible to children and that open electricity sockets and the security of entrance to the after school club are addressed.

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):

- continue to improve the systems for evaluating the success of the activities and experiences provided.

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