

Klas Childrens Day Nurseries

Inspection report for early years provision

Unique Reference Number	EY277096
Inspection date	21 January 2008
Inspector	Paula Durrant
Setting Address	The Farm House, Bell Plantation, Watling Street, Towcester, Northamptonshire, NN12 6HN
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Registered person	Klas Day Nurseries Ltd
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 outstanding.

WHAT SORT OF SETTING IS IT?

Klas Childrens Day Nurseries is run by Klas Childrens Day Nurseries Limited. It opened in October 2003 and operates from a converted farmhouse within the grounds of The Bell Plantation on the outskirts of Towcester, in the south of Northamptonshire. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to three separate age-appropriate enclosed outdoor play areas.

There are currently 90 children aged from three months to under five years on roll. Of these, 24 children receive funding for nursery education. Children attend from several surrounding villages and nearby towns. The nursery has systems in place to support children with learning difficulties and/or disabilities and for children whom have English as a second language.

The nursery employs 16 staff. Of these, 12 of the staff hold appropriate early years qualifications and one member of staff is actively working towards a recognised childcare qualification. The setting receives support from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA). The nursery

is currently revalidating their 'Aiming for Quality' accreditation status and has gained the South Northamptonshire 'Heart Beat Award' for healthy eating. The nursery is a member of the South Northamptonshire Early Years Liaison Group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners effectively adhere to clear, well structured health and safety procedures, which are consistently applied. For example, staff cleanse changing mats and tables with antibacterial spray after each use and clean toilets periodically throughout the day. This prevents the spread of infection and supports high levels of cleanliness within the premises. Although a vast majority of children have separate bedding for rest, this is not currently applied in practice within the toddler annex. Whilst the bedding children are placed on to rest is laundered frequently, positioning of one large material base where children can snuggle within close proximity to their friends does not uphold hygiene protocols. The nursery have a sound understanding of how this requires to be rectified but have yet to implement this in practice.

Children actively develop an awareness of a healthy lifestyle as they wash their hands in line with the nursery routine. They fully appreciate the purpose of this task to eradicate the unhealthy germs as staff skilfully introduce regular age-appropriate discussions about dirt and bacteria throughout the course of the day. Staff make a concerted effort to uphold this regime as they acknowledge repetition being an aid in supporting growth of understanding. Children also stay healthy as they access the outside play area whatever the weather. Provision of a range of suitable alternative outfits such as 'Wellingtons' and 'Sun hats' ensures children can gain fresh air and exert their energy in a suitable environment on a regular basis. Provision of an array of challenging resources both inside and out ensures plentiful opportunities to enhance large muscle movement development in addition to providing extra curricular activities such as ballet.

Children receive a highly nutritious balanced diet. All meals are prepared on site from raw ingredients by the cook. Consideration is given to individual dietary needs with an alternative option provided each day. Staff are very aware of the children who cannot have specified foods and are vigilant in ensuring children's health needs are met at all times. Children remain well-hydrated as they have constant access to drinking water throughout the day. Babies receive milk feeds in line with their home-care routine in addition to cooled boiled water to quench their thirst at other times. Toddlers have lidded cups which are replenished periodically and older children independently access a water fountain in their base room. Children rest and are active in accordance to their needs. Younger children sleep in line with home care routines, whilst older children have the opportunity to lie down on a mat after lunch in order to recuperate their energy levels.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and welfare is given due attention in this vigilantly monitored premises. Practitioners help keep children safe in the nursery and on outings because they fully understand and comply with safety requirements. All necessary safety measures are in place. Rigorous risk assessments are undertaken frequently. Access to the premises is vigilantly monitored by an effective security system and through the supervision and management of the entrance area.

Children access an extensive range of safe, high quality, well-maintained developmentally appropriate resources which are effectively organised in child-height furniture to encourage independent access. Staff skilfully explain safe practices to younger children such as the need to pick up items dropped on the floor, so that other children do not fall or hurt themselves and to sit with their bottoms on chairs so they do not slip or tumble. Older children test out their own safety parameters. For example, children reduce the number of step-up blocks so as to ease the task of mounting the raised obstacle so they do not wobble or fall. Adherence to the nursery rules of being safe, being kind and looking after the nursery helps children to learn to take responsibility for keeping themselves safe. Children have a sound awareness of fire safety as they take part in regular practice drills.

Staff protect children well. Strong recruitment and induction procedures ensure that adults are suitable to work with children. This includes experience, training and vetting checks. Children remain the primary focus of care in this well-organised and managed setting. Staff are vigilant in their practice and are confident in their knowledge of child protection, reporting concerns appropriately to senior staff. Open relationships between home and nursery ensure that children's needs remain the single important factor. The child protection coordinator ensures that procedures are up to date and that staff understand their responsibilities.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thrive in this inspirational setting where significant emphasis is given to teaching children through purposeful play opportunities. Staff are highly competent in their working roles. They use their wealth of experience and their childcare training to plan a diverse range of inspirational activities linked to themes which children can relate to. They centre their teaching from children's individual needs using this as a base in which to assess competence of skill level to enable clear vision of direction for growth for each child. Staff effectively correlate the 'Birth to three matters' framework for younger children and the Foundation Stage curriculum for older children promoting a unified curriculum for children under the age of five years. The nursery are also currently in the process of revising their planning structures, already implementing the Early Years Foundation Stage within the older age group, with intention to duplicate this within their younger age groups in the not too distant future. This is extremely progressive practice as the framework itself is not a requirement until September 2008. A cohesive planning cycle ensures children make rapid progression as staff purposefully use assessment profiles to set greater challenges and to inform their planning systems.

Nursery Education

The quality of teaching and learning is outstanding. Children are purposefully engaged and highly motivated by an extensive range of stimulating, practical activities related to their needs. They access an extensive range of high-quality resources, which supports their learning across the Foundation Stage. All children are keen to learn, self-assured in their play and confident to try new experiences. They listen with considerable levels of concentration to stories and can recount favourites, remembering the order sequence of events. Many children use marks readily to represent their ideas and older children are becoming adept at writing their own names. Children are highly imaginative as they create their own role play, re-enacting the roles of parent and child. They are beginning to make sense of the world around them as they access resources that reflect diversity and celebrate cultural festivals throughout the year. In addition to this, children also have the opportunity to partake in extra-curricular activities such as ballet

where a specialist tutor leads the session. This means children have plentiful opportunities to be active.

Practitioners have an extremely sound and secure knowledge of the Foundation Stage. Highly detailed plans provide an excellent balance across all six areas of learning. Children access an extensive range of practical activities, which are well planned and exceptionally well executed. Right from the start, staff find out about children's skills, interests and needs and effectively build on this information to help children achieve as much as they can. A flexible approach to planning and an excellent balance between adult-led and child-led learning allows children to learn at their own pace. Staff are highly perceptive to children's interests during self-initiated play and use questions very skilfully and successfully to challenge children's thinking and language skills. They plan first-hand experiences that help children take the next step in their learning. Highly effective planning, observation and assessment for older children builds on the Foundation Stage Curriculum and interlinks positively with children's progression and achievement.

Helping children make a positive contribution

The provision is outstanding.

Children from a variety of ethnic backgrounds and children with learning difficulties and/or disabilities are warmly welcomed in this nursery. Right from the outset practitioners get to know the family and the child, laying a foundation of trust on which to build. This enables a positive openness in which family values are shared and upheld. A fundamental aspect to ensure promotion of each child's uniqueness. Children are truly at home here. They arrive with sheer enthusiasm sharing affection in the context of cuddles with key room staff. This demonstrates a true sense of belonging. They are confident in their surroundings as they freely move from room to room, taking a lead in their learning as they make independent choices. Staff nurture children's social welfare with the utmost integrity. They set exemplary models in which to aspire. For example, consistently guiding social and moral etiquette such as good manners and positive behaviour so that children learn the reasoning of these expectations such as the consequences on others if not upheld. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive nursery education is outstanding. Practitioners are conscientious and welcoming to parental input. There is a wealth of information which is easily accessible which includes general care and educational literature. Parents value the openness and honesty of staff. This supports the appropriate sharing of information in sensitive situations. Parents are highly complimentary about the level of service provided. Staff encourage parents to actively contribute towards individual assessment records. Children therefore benefit from a two-way sharing of information between parents and practitioners to enhance their learning. This underpins their progress in the setting and consequently their ability to fully contribute to the provision.

Organisation

The organisation is good.

Robust recruitment procedures underpin the stability of a mature and highly skilled staff team. The nursery are extremely in-tune with high quality provision and in ensuring children remain central to all that they do. This is evident from the constant updating of their self-evaluation profile and the minimal areas identified for future improvement. A majority of staff are qualified and all gain frequent opportunities through their personal development plans to access short

courses. This enhances their knowledge and understanding of current childcare practices. For example, some staff have already attended the new Early Years Foundation Stage training and are beginning to plan against this in readiness for its implementation in September 2008. This is extremely proactive practice. Staff demonstrate a real affinity with children; they respect their feelings, value their comments and clearly enjoy their company. This is reciprocated.

Adult to child ratio's are effectively maintained ensuring children remain the primary focus of care at all times. For example, senior management contribute their assistance at poignant periods of the day such as at lunch. This enables mealtimes to be managed in a relaxed and calm manner and in accordance to children's needs. For example, provision of small grouped sittings provide a lovely social ambiance, positively replicating family mealtimes. Children eat well and learn how to handle tools such as cutlery with confidence. The main nursery is well set out enabling a positive free-flow environment with plentiful space for manoeuvre and separate areas for rest. The annex which comprises of the toddler's is also well set-up. Provision of defined curricular areas such as messy play, an imaginative home corner and a quiet book corner allows children to alter their demeanour when in these areas. For example, children know to sit quietly when looking at books and to be more outgoing and vocal when playing in the home corner. Although children in the annex are cared for in one main room, staff are conscientious in providing a cordoned off area for those children that wish to sleep. This is compliant with National Standards requirements. However, current practice of placing all children on the same bedding, although laundered frequently, does not uphold hygiene protocols. This requires revision to ensure children's health is not compromised by opportunities to cross-infect.

The leadership and management of the nursery education is outstanding. Planning and assessment systems are superb, appropriately detailed and ensure a clear focus to secure and progress children's learning. Staff strive to perfect and develop their planning systems in line with current childcare trends. They have already correlated the 'Birth to three matters' framework and the Foundation Stage curriculum guidance to promote a cohesive learning programme for all children under the age of five years. In addition to this the nursery have devised their own unique curriculum. This encompasses the Early Years Foundation Stage outcomes and is a proactive response to an official framework, which is yet to require national implementation. The nursery continue to revise and perfect their educational programme. They have stringent systems for monitoring the balance of adult-led and child-initiated activities and the equality of emphasis across all six areas of the curriculum. 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 group were required to further develop the written statement on learning difficulties and/or disabilities so that it is consistent with current legislation and guidance. Children are fully included as the nursery has revised their policy in line with current legislation. They were also required to make sure that staff are always aware of the need to maintain privacy and confidentiality in respect of the system in place for sharing information about children's accidents and medication records. Children's privacy is upheld as systems have been revised in order to support appropriate data handling methods.

At the last nursery education inspection the nursery were required to further consider the planning of specialist activities so that children are always actively engaged before the sessions start. Children remain fully engaged in all activities as consideration has been given and fully implemented to the organisation and timing of specialist activities.

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

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The quality and standards of the nursery education are outstanding.

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 space and resources are effectively organised so that the health of the toddler children is not compromised when sleeping.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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