

Kidaroo Pre-School

Inspection report for early years provision

Unique Reference Number	226457
Inspection date	06 December 2007
Inspector	Kate Bryan
Setting Address	Ravenhurst County Primary School, Ravenhurst Road, Leicester, Leicestershire, LE3 2PS
Telephone number	07917334963
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Registered person	Kidaroo Childcare 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Kidaroo Pre-school has been owned by its current proprietor since 2001 and is run in parallel with other local childcare provisions in the Kidaroo Childcare Limited Group. It operates from a self-contained single-storey building in the grounds of Ravenhurst Primary School in Braunstone. It serves the neighbouring area and children attend for a variety of sessions.

The pre-school is registered to offer full day care and is open all year from 07.45 until 18.00. An out of school club also operates from the setting. At present there are 135 children on roll including 75 children who are in receipt of funding for nursery education. The provision provides support to children with learning difficulties and/or disabilities and for children with English as an additional language.

Including the proprietor there are 13 regular childcare staff based at the pre-school, of whom 11 are qualified. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local education authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well aware of practices such as hand washing which effectively promotes their health and development. Signs are also displayed at the milk bar reminding them of this so routines become established. The risks of cross-contamination are reduced effectively as children use liquid soap and paper towels to wash their hands. Their learning is also well supported as staff engage them in discussions about why they need to do this and children know this is because of germs. Staff employ good procedures to ensure that nappy changes are managed hygienically, they wear gloves and use anti-bacterial spray to clean the nappy changing area. All policies and procedures are in place to ensure that children's health is well promoted and an exclusion period of 48 hours for some infections means that all children's health is well maintained. Young children can sleep if they need to and they all have their own bedding so their health is well promoted.

Children bring packed lunches to the nursery and fruit for break time. The nursery operates a milk bar which means children can decide when they wish to have a drink and their fruit. Staff remind children to do this so their needs for hydration are promoted. Children enjoy practical activities, such as making fruit kebabs to support their awareness of healthy eating and they have completed topic work on this. The nursery ensures that all children's dietary requirements are met as they take all relevant details at admission. Children who attend the out of school club can have breakfast before school or a snack, such as beans on toast after school.

The outdoor area is used very effectively to extend children's experiences. This is achieved as staff take the indoors outside and children can enjoy activities such as painting, construction and sand play under a canopy. The 'Birth to three matters' framework is well supported as younger children have their own outdoor area that has bark to promote safety. They can enjoy using a playhouse, climbing frame, ball pool, tyres and crates which makes it an interesting and stimulating area for them. Children are skilful at manipulating equipment, such as scissors and paint brushes that develop their small hand skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe because staff ensure that unauthorised people cannot enter the nursery. This is achieved as a keypad system is in operation and handles are high so children cannot access them. A risk assessment is also in place to ensure children are kept safe within the nursery and a risk assessment is also carried out prior to trips taking place. Children in the out of school club are always collected by two staff members so they reach the nursery safely. Accidents are recorded and these are monitored to ensure that any possible risks can be reduced.

Staff use the 'Birth to three matters' framework well to encourage children to think about keeping safe. For example, they remind them not to run as they may fall so they learn to be responsible for their own well-being. All children have easy access to a good range of developmentally appropriate resources which support the Foundation Stage and the 'Birth to three matters' framework. Staff check these daily to ensure they are clean and safe for use. Children are well protected from the risks of fire as they have participated in regular drills, and extinguishers and electrical equipment are tested regularly to enhance safety measures.

Children's safety is enhanced as a child protection policy is in place which is covered at induction for all staff. Parents are also made aware of the policy as it is contained within their handbook, this means they are clear of how the nursery will protect their child. Some staff have attended training in this area and have a good awareness of the procedures to follow to ensure children are well protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a good range of activities which promotes their creativity and imagination. For example, they make snowmen using cotton wool and card. Children enjoy being creative and have made pictures using glue, paint, tissue paper and glitter. Displays of their work also show they have created pictures to celebrate Winter. Children have easy access to a good range of resources, such as soft toys, books, noisy toys and pop-up toys which are stored at their level. They also enjoy activities such as small world play, for example, having picnics. Rooms are used imaginatively to stimulate children's interest and there are specific areas for activities, such as mark-making, dressing-up, reading and a home corner. Staff are enthusiastic as they work with the children and use the 'Birth to three matters' framework well to plan outcomes. Useful observations are made by staff who ensure children can complete activities at least three times to ensure their learning is secure. Assessments clearly show how well children are progressing.

Staff spend time talking to children and engaging them in topics that interest them. For example, Christmas trees. Children are confident to talk within the larger group and happily explain what they have put on the top of their trees. They enjoy singing and staff involve them in choosing action songs such as 'Row your Boat' where they work with each other to row.

Very warm relationships are in place between the staff and the children which means that children feel confident to approach staff to help them in activities. For example, when putting furniture in a doll's house.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are engaged in a good range of activities which promotes their interest and ensures that they are making generally good progress in most areas of learning. Children work well together and learn about the simple rules which help the nursery to operate smoothly. For example, listening and sharing. They are also learning to be independent in activities, such as putting their coats on as they go outside.

Children are making good progress in mark-making and use this purposefully in activities, such as signing themselves into the nursery. Some children are also forming recognisable letters. Children recognise their own names as they self-register and a lot of emphasis is placed on using books and seeing how words work. Books are accessible and children happily look through these for pleasure, and children also sit and read to each other as they make up stories using pictures. Children are confident and skilled speakers and happily engage adults in conversation. However, staff are not promoting their recognition of sounds and letters so children are not making this connection. Children are developing an awareness of counting but there are missed opportunities to use this in routine activities, such as lining up. They are aware of basic shapes and can recognise these, for example a triangle. Children are beginning to show skills in solving problems as they work from pictures to construct objects using blocks. Creative skills are well promoted and the children have used a variety of media, such as material, feathers and pasta

to make pictures. They also enjoy choosing paints and glitter and using a 'Twirl o Paint' machine to create patterns.

Children's physical skills are suitably developed through the use of daily outdoor play. They have access to ride-on toys, 'connect 4' and a climbing frame. However, planning is not sufficiently detailed to ensure children's large physical skills are promoted.

Children have access to some information technology as they use a computer and also have programmable toys, such as bugs. They are developing a good understanding of the natural world as they have a garden where they grow flowers and vegetables and use a compost bin. Children have opportunities to learn about the community as they enjoy trips to the church, a farm and into town, and visitors to the nursery have included the police and firemen. They also take 'Barnaby Bear' on trips so they can share their experience of the wider world with other children.

Staff have a satisfactory understanding of the Foundation Stage and link the weekly theme to a range of activities. For example, the theme of transport was carried into a reading and listening activity which helps to embed children's knowledge. They also ask children questions to make them think about what they are doing. For example, 'can you turn the machine on?'. Children receive lots of praise for their achievements and this encourages them to persevere in activities. Planning covers long, medium and short term goals and areas of learning are linked to the stepping stones. However, planning covers too many areas which makes it difficult for staff to focus activities and as a result not all areas of learning are covered as effectively as possible. Planning also does not include differentiation so the needs of individual children are not built into this. Staff make useful observations about what children can do and this informs planning so that children are always making progress. Assessments are completed at regular intervals to ensure all children are progressing as they should.

Helping children make a positive contribution

The provision is good.

All children are welcome at the nursery and staff ensure they work closely with parents to find out about children's individual needs and how they can meet these. For example, staff are available who can speak a variety of languages and pictures are used to help children communicate. Children's awareness of the wider world is well promoted as they acknowledge a good range of festivals such as Eid and Diwali and resources promote a balanced view of the multicultural society. Children with learning difficulties and/or disabilities are included in all activities and staff also offer one to one support where this is beneficial. However, the policy on special educational needs does not fully comply with the Code of Practice 2001 which means children may not receive as effective a service as possible.

Children behave well and know what is expected of them because staff use simple rules that children can understand. For example, having kind hands and feet encourages children to behave well towards each other. Staff use age-appropriate strategies to deal with behaviour, such as distracting younger children and time out, if required, with older children. Children receive lots of praise for good behaviour and also 'Buzzing with Pride' certificates which lets them know they are valued and acknowledged. Children have a good understanding of the need for rules to ensure that activities are successful. For example, children in the out of school club have devised their own, such as respecting each other and being kind as they learn effectively about being responsible for their own behaviour.

Staff are available to speak with parents daily and a key worker system is in operation so that children's changing needs are always known. Parents receive a good range of written information about the setting which includes newsletters and a handbook. This contains information about policies and procedures, the 'Birth to three matters' framework and the Foundation Stage. Good use is also made of progress books which are available to parents daily, these show what their child has achieved and gives them the opportunity to make staff aware of children's accomplishments at home. The nursery also hold 'Doodle Days' when a topic, such as handwriting is discussed with ways in which parents can help their children at home.

The quality of the partnership with parents and carers is good.

Parents receive annual reports on their child's progress and regular meetings can be booked with staff at which they can discuss their child's learning. Parents contribute to a baseline assessment of their child so staff can build on their strengths and interests and they have the opportunity to be involved in planning if they wish. They also help to set targets for their child which helps them to effectively carry on their learning at home. Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures appropriately, they support children in behaving well and are beginning to promote children's personal, social and emotional skills effectively.

Organisation

The organisation is good.

Children's safety is well maintained because they are looked after by staff who have been appointed through a robust application procedure that includes vetting procedures. The nursery is organised so that children can make choices about what they want to do. For example, rooms are free-flow which allows children to follow their interests. They can also choose when they want to play outside and staff are deployed effectively to ensure children can always do this. The out of school club operates from one of the rooms at the nursery.

Training is well supported at the nursery and most staff have a childcare qualification, the proprietor and deputy are also studying for a foundation degree in childcare. Training has included first aid, health and safety, child protection and behaviour management. All legally required documentation which contributes to children's health, safety and well-being is in place for the nursery and out of school club. Induction procedures are carried out in the first week of employment to ensure that children receive a consistent service from staff who understand how the nursery operates.

The quality of leadership and management is satisfactory. The management team have a vision for the nursery which includes delivering good quality care to children and helping them to reach their full potential. Sound systems are in place to monitor and evaluate the provision for education as the manager observes staff and completes a written observation about this. Staff then receive feedback so they know what they do well and what needs to improve. Annual appraisals are in place and the management team are committed to supporting staff training and development to ensure that children benefit from staff who have current knowledge. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to confirm current public liability insurance is maintained; develop provision for secure outdoor play space, snack preparation area and staff

facilities and review the child protection policy to ensure procedures for dealing with any child protection allegation against staff fully comply with current regulations and guidance. Public liability insurance and child protection procedures are in place which enhance safety measures for children. Facilities are now in place to provide children with outdoor play space as a canopy is in place which provides good opportunities for outdoor play. Snack preparation and staff facilities are also now in place so children's health is enhanced.

At the last nursery education inspection the provision agreed to utilise effective organisation of activities, resources and daily routines to extend well-planned opportunities for children to develop their purposeful, sustained and independent learning and explore their own ideas to the full; continue development of use of assessments of children's progress to inform short-term planning and ensure activities and teaching strategies are well-matched to children's stage of development and provide effective challenge and progression, particularly in relation to physical development. Activities and resources are organised well to ensure children learn and explore and assessments show what children have learnt and need to learn next. However, assessments still need to be built into planning so there is differentiation for children and physical development is not sufficiently structured to offer challenges to children.

Complaints since the last inspection

In October 2006 Ofsted received a complaint about a child leaving the premises unsupervised. The complaint raised concerns in relation to National Standard 6 (Safety). Ofsted conducted an unannounced visit to investigate these concerns. Ofsted found evidence that a child had been able to leave the premises without being supervised via a hole in the site's perimeter fence. The setting had also failed to notify Ofsted of this significant event within the required timescale. The breaches identified were in National Standard 6 and 14 (Organisation). Ofsted issued the provider two actions to complete as follows: Standard 6 - ensure the outside play area is secure and children are not able to leave them unsupervised, Standard 14 - ensure Ofsted is informed at the earliest opportunity of any significant events. Ofsted received a response to these actions on 01 February 2007 and the provider remains qualified for registration.

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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 the special needs policy conforms to the Code of Practice 2001.

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):

- provide more opportunities for children to practise routine counting
- ensure staff promote children's awareness of sounds in words and the letters they represent
- make sure the planning for physical development provides children with opportunities to develop large body skills
- ensure planning is used meaningfully to develop children's learning and includes differentiation to progress individual children's needs.

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