

# Kids.Com Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	322992
<b>Inspection date</b>	01 July 2008
<b>Inspector</b>	Victoria Gail Halliwell

<b>Setting Address</b>	Throstlenest Avenue, Wigan, Lancashire, WN6 7AS
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<b>Telephone number</b>	01942 703 002
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<b>E-mail</b>	
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<b>Registered person</b>	Kids.Com Limited
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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?

Kids.Com Private Day Nursery and Out of School Club opened in May 2000. It is privately owned and operates from a converted school building on the outskirts of Wigan town centre. The children have use of two large play rooms and an enclosed outdoor play area. The group serves the local area. The setting opens from 08.00 to 18.00 five days a week, all year round. It provides a day care service to pre-school children from two years of age, and a before and after school club for older children.

There are currently 72 children aged from two years on roll. Of these, 32 children receive funding for early education. Children attend for a variety of sessions. The setting currently supports a small number of children who have an identified disability or learning difficulty. There are no children currently attending for whom English is an additional language.

The setting employs nine members of staff. Of these, seven hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children's good health is satisfactorily maintained. Staff implement some very good hygiene procedures to help prevent the spread of infection. For example, wearing plastic aprons and gloves when changing nappies or serving food. Routine procedures are well implemented to ensure children wash their hands before eating and after toileting, although there are some inconsistencies in staff practice. For example, some staff fail to explain the importance of hand washing or encourage children to use soap. Consequently, children's awareness of the importance of good personal hygiene is varied. Records of accidents are satisfactorily maintained, however, the system for obtaining written parental consent to administer medication lacks detail.

Provision for children who wish to sleep or relax in comfort is limited. The setting have appropriate sleep mats, however, there is no distinction between play space and areas for children to rest. As a result, children are routinely disrupted by other children who walk on their bedding or step over them to access other resources.

Children are adequately nourished in accordance with their hours of attendance and have continuous access to drinking water. Some consideration is given to promoting healthy eating and many children enjoy a freshly prepared meal, such as turkey mince curry and rice served with carrots and broccoli. Individual choices are respected and alternatives are provided for children who do not like the main meal or dessert, although the provision of sandwich and crisps followed by a biscuit does not promote healthy eating. Biscuits are also served for afternoon snacks although fruit is reported to be offered during the morning session.

Children have daily opportunities to play outside in the fresh air and sunlight, which contributes to a healthy lifestyle. Children run and move confidently, exploring a basic range of outdoor play materials. Children also benefit from some good planned opportunities to develop their balance and coordination as they complete an obstacle course. Children are beginning to use small tools, such as pencils and cutlery with increasing control and confidence.

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

The provision is satisfactory.

Children and their families are individually welcomed by staff as they arrive at the suitably maintained setting. A range of brightly coloured displays, which include some of the children's own work help create a visually stimulating and child-centred environment. The provision of individual coat hooks, trays and photographs of the children within the setting helps give children a sense of belonging.

Attention to safety within the building is good. Daily risk assessments are completed on a daily basis and appropriate action is taken to minimise any hazards. As a result, children are able to move around this area safely. However, systems for identifying potential risks as children play outside and as they enter and leave the outdoor play area are less rigorous. Consequently, children are able to access an unsafe storage area and a climbing frame that has been deemed unsuitable for use.

Children's welfare is appropriately safeguarded. Staff have a satisfactory knowledge of the possible signs and symptoms of abuse and are aware of their duty to record and report any concerns they may have, to the manager. The manager has a satisfactory awareness of local

safeguarding children procedures and is able to implement them effectively to protect a child from possible harm.

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

The provision is satisfactory.

Children are settled and content in the relatively small nursery environment. Children show evidence of secure attachments, they know some staff well and are developing positive relationships. Children within the setting are allocated a key worker, however, a number of staff changes and the limited responsibilities of the key person, mean for many children this system is not effectively implemented. Two-year-olds attending the nursery enjoy a suitable range of play activities which promote their learning and development. They move around freely, making choices and showing an interest in the play materials selected by the staff. They particularly enjoy exploring different materials, for example, examining the lentils and listening to the sound they make, as they pour them through a sieve or directly into the plastic tray.

The staff devise written plans which are linked to the 'Birth to three matters' framework and focus on children developing particular skills, for example, taking turns and sharing as they collectively build a tower. However, observations and records of children's achievements are poor, consequently, planned learning is not sufficiently linked to children's individual interests or observations of what children can do. This means that some opportunities to promote children's development may be overlooked.

Older children attending the out of school club appreciate the relaxed and informal environment. They chat informally to the staff and each other as they enjoy a simple meal after their day at school. Children move very confidently around the setting, they know where play materials are located and make informed choices about how they spend their time, selecting alternative games or play materials.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sufficient knowledge of the Foundation Stage and provide a suitable range of play materials and planned activities, which promote children's learning in all areas. Consequently, children are making satisfactory progress towards the early learning goals. Written plans ensure a broad and balanced curriculum, but are not based on observations of what children can do. As a result, little consideration is given to meeting individual learning needs, particularly in respect of the children in the 'tweenie' room who have recently received funding. Staff routinely complete a tick list to record children's progress but this is not supported with observations of the child's achievements.

Children are happy and settled, many have formed friendships and seek out their friends to share experiences or join in their play. They play well together and show care and concern for one another, for example, one child spontaneously pats a friend on the back as they start to cough during their lunch and asks if they are alright. Role play areas are well resourced and other areas, for example, the mark making area are effectively adapted by more able children to create additional role play experiences. For example the 'desk' and keyboard are used by children as they act out familiar experiences and events, such as a trip to the doctors or a fast food restaurant.

Some children are developing an interest in the written word, they spontaneously look at books and take their selected book to a member of staff for a story. Most children listen and enjoy

making links between the pictures and the story they are listening to. More able children are beginning to form recognisable letters and ascribe meaning to marks as they write down the food order or record details of their patients symptoms. Children are learning to count by rote as they sing familiar songs and rhymes. More able children spontaneously use mathematical language in their play as they build and make comparisons about which is tower is the biggest, smallest or longest.

The staff generally support the children well as they play, responding to children's requests, for example, reading the a story or being a patient in their role play. However, they often miss opportunities to develop children's ideas and thinking by talking to them and questioning them meaningfully about what they are doing. This means that children do not always gain the most from their play.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is appropriately fostered. Pre-school children in particular are becoming increasingly aware of socially acceptable behaviour; most children understand they must share and take turns, and seek support from a member of staff if they feel someone is acting unfairly. Most staff are positive role models and provide clear and consistent messages to raise children's awareness of right and wrong. However, some staff fail to identify minor instances of unwanted behaviour, consequently these go unchallenged and children do not learn, for example, that it is not acceptable to pull the labels off the trays.

Children with learning difficulties or disabilities are particularly well supported. Early identification is effective and staff work closely with parents and external agencies to make referrals and devise individual action plans. Children have some planned opportunities to learn about their own and the cultures and beliefs of others. During well known festivals and celebrations, staff read age appropriate stories and provide practical experiences, such as food tasting or creative activities.

Partnership with parents is satisfactory. Mutually respectful relationships are evident and parents are encouraged to share information when they drop off and collect their children. Although there are no formal systems in place for parents to share their own observations or comment on their child's progress, parents are welcomed into individual rooms and are able to observe the activities available. Information boards are prominently located in the main hallway and include details of the setting complaints procedures. Parents are not well informed of the settings policies and procedures, although they are advised that the information is available on request. There are no systems in place to advise parents when policies have been reviewed. Parents do receive an information pack which contains basic details of the general operation and contractual issues.

### **Organisation**

The organisation is satisfactory.

Roles and responsibility within the setting are clearly defined, the two owners who work within the setting have recently recruited a suitably qualified and experienced manager who has responsibility for the day to day organisation and management. Since her appointment, she has reviewed many aspects of the provision, including policies and procedures and has devised a lengthy action plan.

Day to day organisation is satisfactory, children's rooms are suitably equipped and staff are appropriately deployed to meet staff to child ratios for each age group. Adequate systems are in place to maintain minimum staffing levels during staff absences. However, whilst the regular use of the manager provides a positive role model for the staff, it also impacts on the time available to implement planned improvement and staff development.

The leadership and management of the educational provision is satisfactory but lacks rigor. The newly appointed manager has designated the responsibility for curriculum planning to an experienced member of staff, whilst she has focused on developing the care provision.

Attention to most required documentation is satisfactorily. However, the procedure for recording children's actual hours of attendance is inconsistent, as a result, children's hours of attendance are not always recorded, this is a breach of regulations. The setting do have a clear registration system which shows when children have attended and due to the small number of children in attendance, staff know who has been collected which minimises the potential risk, if staff have to account for the children on the premises in an emergency situation. Most policies and procedures have recently been reviewed, however, these are not effectively implemented by all staff, which results in some inconsistent practices throughout the setting.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

Appropriate action has been taken in response to the three actions raised following the last inspection. As a result, staff have a greater awareness and understanding of positive behaviour management strategies, which has enhanced the welfare and care of the children. Improvements have also been made to ensure that privacy and confidentiality are maintained, in relation to personal information about individual children.

### **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**

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):

- improve facilities for children who need to sleep or rest
- improve the system for recording parental consent to administer medication
- conduct a further risk assessment of the outdoor play area and the route used for children to enter and leave this area
- ensure all staff are familiar with and consistently implement the setting's policies and procedures
- develop the system for monitoring and recording what children can do and use this to plan for the next steps in children's learning (also applies to nursery education).

### **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 the quality of the interactions and questioning between staff and children during play, to increase the challenges for the children in each area of learning
- further develop the procedures to involve parents in the assessments of children's progress (also applies to care).

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)