

Kids Incorporated

Inspection report for early years provision

Unique Reference Number EY349587

Inspection date 15 May 2008

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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 good.

WHAT SORT OF SETTING IS IT?

Kids Incorporated has been under its current ownership since 2007. It is a privately owned nursery providing full day care. It operates from a converted house in the centre of Totton, serving the local community. All children share access to a secure enclosed outdoor play area.

The nursery is registered for a maximum of 20 children under eight years of age. There are currently 28 children on roll, some of whom attend on a part-time basis. Of these 12 children receive funding for nursery education. The nursery welcomes children with learning difficulties and/or disabilities, and also children who speak English as an additional language. The nursery operates from 08:00 until 18:00 five days per week all year round. There are five staff working with the children and all hold a suitable early years qualification.

The nursery receives support from the Local Authority and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well by a range of effective procedures. These are well documented and practised throughout the nursery to foster consistent routines. Nappy procedures are hygienic and pre-school aged children know to wash their hands after using the toilet to limit the spread of germs. All staff hold a current first aid certificate. This means that a child would be given appropriate care and treatment should they become unwell or injured whilst at the nursery. Medication procedures and records are well documented and in keeping with regulations and requirements to ensure children's well-being.

Children enjoy snack and mealtimes. They sit together and enjoy one another's company as they eat. Children have healthy and nutritious foods for snack, such as slices of apple and raisins. They are able to choose how much they would like to eat by helping themselves from bowls of fruit. This means they satisfy their hunger and they learn to select the food that they need or want. Pre-school aged children also help themselves to drinks, pouring milk from a jug or water from the dispenser bottle that is available all day long.

Tables and highchairs are cleaned thoroughly before and after each use to ensure that hygiene standards are good. However, children are not given individual plates or bowls to put their snack in. When they have chosen their food, they put it directly onto the table to eat it from there. This does not foster their independence or help them to develop hygienic table manners. Children bring in packed lunches from home. Staff have devised an efficient system to label perishable items and store them in the refrigerator. This ensures that each child eats the correct items they have brought, and that these foods remain fresh.

All children in the nursery benefit from daily fresh air and exercise. Children play in the secure outdoor area, riding tricycles and scooters, or enjoying drawing or building sandcastles in the fresh air. They also use the nursery Red Room each day. Here, they develop their level of coordination and physical skills by playing on a wide range of equipment. For example, a young toddler laughs with delight as they ride a 'rollercoaster' car safely down a track onto a safety mat. Children also play in the ball pool, and enjoy climbing and sliding as they play in this room.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in this friendly and welcoming nursery. Staff are well deployed and all are attentive to children's needs. Emergency evacuation procedures are planned. Children and staff are familiar with these because they practise them regularly. This means that they would be able to leave the building quickly in the event of a real emergency.

The rooms are organised well to provide a homely environment where children can play, eat and rest according to their needs. Babies and two-year-olds have dedicated rooms where they can play with a wide range of good quality toys and resources that are suited to their stage of development. Older children of pre-school age also have a room that is exclusively for their use for part of each day. They also make selections from a wide range of equipment and resources. Throughout the nursery, children may choose what they would like to play with because toys and resources are stored at their level. This enables them to develop their

independence. Children's work is displayed around the nursery. This provides a colourful environment where children know that their efforts are valued.

Children are protected from harm and neglect because the nursery has robust procedures in place to safeguard their welfare. The child protection officer and owner/manager are knowledgeable about how to record and report any concerns. Staff know the signs and symptoms of possible abuse. This part of the nursery provision is underpinned by a detailed policy statement.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. All ages enjoy a varied curriculum that is tailored to their individual needs and interests. They demonstrate strong relationships with one another and relate well with the staff who work with them. Children spend a large part of the day with their peers to benefit from activities that are well suited to their stage of development. They also have times when they mix with the other groups of the nursery. This provides opportunity for all children to play together. At these times, older children benefit from being with the younger children because they learn to be considerate and caring. Younger children benefit from playing alongside older children because they are good role models for them to follow.

The babies have lots of fun in a calm environment. They enjoy playing with staff who interact with them sensitively to encourage their participation. For example, a young child uses large blocks to build a tower. The member of staff counts them as he puts each brick on the pile. The two-year-old group benefit from a stimulating environment where they can choose from a wide range of activities and toys. Here, they paint at the easel or draw pictures with chalks. Another child is completely engaged in building a model from Duplo bricks. He concentrates hard as he adds more bricks to the construction.

Nursery Education

The quality of teaching and learning is good. Children are progressing well towards the early learning goals. The nursery provides a happy and purposeful atmosphere where children enjoy learning about a range of topics. The system of planning and assessment is effective to ensure that each child benefits from an interesting curriculum. Children's learning is observed and assessed so that their next steps are accurately identified. Individual preferences are noted and children are asked to say what they enjoy doing. This provides staff with lots of information about what each child enjoys and helps to identify areas they need to focus on next in order to progress well. This information is then used when planning the curriculum to ensure it is highly relevant to the needs and preferences of children.

Staff adopt a flexible approach to how the curriculum is delivered. They have clear learning outcomes in mind, and they also follow the children's interests as the activities develop. For example, staff plan a 'nature walk' around the nursery. They provide objects and pictures for children to examine with magnifying glasses. Children quickly extend this by digging through the soil to look for worms and spiders, making observations on how the mini beasts look and feel. Some children extend their learning by painting pictures of what they have seen, whilst others 'plant' flowers in the soil tray. Another child puts a slug onto the trailer of a trike and 'takes him for a ride' around the nursery garden. Throughout this learning opportunity, children are enthused and interested because they are able to take the lead on what to do next. Staff

are available to make suggestions and ask questions to help children extend their learning further.

Children follow a general routine to the day. This is flexible and provides a familiar framework to the day for them to follow. However, at times group activities are too long to hold children's interest fully. For example, in morning circle time, children enjoy talking about hibernation and they demonstrate a good understanding of which animals hibernate. After a while, several children become restless and they disengage from the group learning because they are now ready to go and play.

All areas of learning are covered well so that children enjoy a balanced and full curriculum. Children demonstrate a good understanding of mathematics. They count objects with accuracy: a child puts out individual mats onto the floor and counts them one to nine as he does so. Children are talkative and keen to express their thoughts and ideas. They listen attentively to the story of 'The Very Hungry Caterpillar'. Children are confident in writing their names. For example, having made a sandwich, each child writes their first name on the foil wrapping, forming recognisable letters with confidence.

Children learn about the natural environment through the current topic of 'Nature'. They use a variety of technology, such as tape players and the computer to help develop these skills. Children play creatively in a number of ways. They enjoy painting and drawing. For example, a group of children draw faces and spiders on the paths outside with large coloured chalks. They enjoy imaginative play with models and with role play, where they create scenarios which they develop as they play.

Helping children make a positive contribution

The provision is good.

Children demonstrate a sense of community when at the nursery. They are confident and self assured. Children manage their behaviour well. Staff are consistent in their expectations with regards to behaviour management. They consider the age and stage of development of individual children when reviewing behavioural issues to ensure expectations are appropriate. All give children lots of praise and encouragement for their efforts and achievements which helps to build a positive atmosphere of appreciation. Children with learning difficulties and/or disabilities receive a good level of care and education to enable them to settle well and make progress. The nursery works with outside agencies to provide a consistently strong programme of support that is suited to each child's needs.

Children learn about our diverse society in a variety of ways. Throughout the nursery, children benefit from the inclusive approach of all staff. This element of the provision is underpinned by a strong written statement on equality of opportunity and all staff implement this policy well. Children become familiar with a wide range of cultures and physical abilities through playing with resources that reflect these. Throughout the year, the nursery celebrates a variety of festivals which enhances children's understanding about different beliefs. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the strong partnership that exists between the nursery and their parents. Staff respect the needs of parents and welcome them into the setting at any time. They provide lots of information about the day-to-day running of the nursery through notices and newsletters. Key policies and procedures are given to each parent for their information and all policies are readily available for parents to read if they wish. Staff give parents a full update on their child's

wellbeing when they come to collect, and younger children have a daily diary sheet made that notes when they have slept and what they have eaten. This means that parents have a useful insight into their child's day which helps promote consistency between home and nursery.

Partnership with parents for children in receipt of funded nursery education is good. Parents are given lots of information about how their child is progressing towards the early learning goals. They see assessment records regularly and can speak to their child's key person at any time. There are also planned meetings held when staff and parents can discuss the child's progress in depth. Staff share information about what the child will be learning next, and also they make suggestions regarding how parents can help and extend this learning at home which helps parents become more involved in their child's learning.

Organisation

The organisation is good.

Children benefit from the efficient organisation of the nursery. All required documentation is in place and is accurately maintained. For example, attendance registers record the times of arrival and departure of each child. The layout of the nursery and the organisation of staff ensures that children receive a high level of supervision throughout the day to meet their needs well. A wide range of policies and procedures provide an effective framework for the provision. All staff are familiar with these to ensure consistent practice throughout the nursery. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management are good. The owner/manager works well with the deputy manager to ensure that the provision of nursery education is effective and properly evaluated. Staff are given a good level of support to enable them to fulfil their roles well. For example, induction procedures are robust so new staff are knowledgeable about the nursery's ethos and aims. Training for all staff is planned to ensure staff attend a wide range of courses and knowledge gained from these courses is shared at staff meetings. The nursery has a detailed system of self evaluation which covers all areas of the provision. Through this, the owner/manager and staff team assess the strengths of the nursery and plan future developments. This means that children and families benefit from a continuously developing provision which strives to meet their needs.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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):

- promote children's independence further by ensuring that they have individual plates for their snack

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):

- ensure existing routines are flexible so that children's interest is fully maintained.

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