

Kids 4 Us Nursery

Inspection report for early years provision

Unique Reference Number	208212
Inspection date	03 June 2008
Inspector	Olwen Pulker
Setting Address	Kids 4 Us Nursery, The Demountable,,John Fletcher Junior School, Upper Road, Madeley, Telford, TF7 5DL
Telephone number	01952 270062
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Registered person	Christine Edwards and Valerie Price
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 4 Us Day Nursery opened in 1995. It operates from six rooms based within a demountable single storey structure and a bungalow. The nursery is based in the school grounds of John Fletcher Junior School, Madeley, which is a suburb of Telford. The nursery and out-of-school club serves the local area. The nursery is open for 48 weeks of the year. Sessions are from 07:30 to 18:00 on Monday to Thursday inclusive and from 07:30 to 17:30 on Friday.

There are currently 79 children aged from six months to 11 years on roll. Of these 14 children receive funding for nursery education and 50 attend the out-of-school club. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities, and those who speak English as an additional language.

The nursery employs 10 staff all of whom hold appropriate early years qualifications. The setting receives support from a teacher/mentor from the local authority. The nursery is a member of 4 Children (formally Kids Club Network).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy. Staff adhere to a sound nappy changing procedure and children are provided with freshly laundered sheets and blankets on the sleep mats and cots. Most staff have current first aid certificates and there is written consent to seek emergency medical advice or treatment in place for all children. This ensures children's welfare is safeguarded in the event of accidents or medical emergencies. Children in the nursery learn the importance of good personal hygiene through their daily routines; they wash their hands after using the toilet, before eating and after messy play and are provided with liquid soap and a plentiful supply of paper towels. They clean their hands with anti-bacterial wipes before having outdoor picnics. However, children attending after school do not always have a supply of soap and paper towels readily available and consequently are not able to practise good personal hygiene to reduce the risk of infection.

Children enjoy a varied menu of freshly prepared balanced meals and all snacks and meals comply with any special dietary requirements to ensure children remain healthy. Cooked lunches are provided daily from the school kitchen or an outside catering company. Children enjoy a variety of fresh fruit such as apple, orange and cherry tomatoes at snack times. Children can choose milk, juice or water as a drink at snack and meal times. A selection of sandwiches, cake, pizza or fresh fruit are provided for children attending after school.

Staff use 'Birth to three matters' guidance well to provide a range of physical play experiences for babies and children to age three. All are able to rest and be active according to their needs. Children have good opportunities to learn about keeping healthy through regular exercise. The use of physical play equipment and the enthusiastic participation in outdoor games promotes their physical development. Their coordination and spatial awareness develops as they enjoy using a variety of wheeled toys in the outdoor play area. Children eagerly take part in keep fit exercises and enthusiastically jump and jog on the spot.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, secure and safe environment. The main entrance doors are locked; the bungalow is fitted with an intercom and callers to the main building are clearly visible to staff ensuring no unauthorised persons can gain access. Individual care rooms are fitted with stable doors which contribute to children's security. Rooms are well-ventilated and numerous windows provide good levels of natural lighting. Walls are decorated with colourful displays of children's work and photographs which contribute well to children's sense of belonging and being valued.

Children have access to a variety of good quality resources which are developmentally appropriate. Not all play equipment seen during the inspection is in good order, for example, a 'sit-in' car is without a steering wheel and a computer keyboard is missing a couple of keys. However, these do not appear to detract from the children's enjoyment when playing with the items. Children are able to choose from the resources placed in low-level storage units or access play equipment from the range that is made available to them by staff. However, the youngest

children in the Toddler Room are unable to access books independently as there are too many stored in the box for them to remove one without adult help.

Fire precautions are in place and evacuation procedures are available in every room. Fire drills are practised regularly so that staff and children know what to do in the event of evacuation. Timely reminders and explanations from staff about appropriate behaviour and use of equipment help develop children's understanding of how to keep themselves and others safe from harm.

Children's welfare is maintained because staff have undertaken training in safeguarding children. They are aware of the procedures to follow and who to contact should there be any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group confidently and enjoy their time in the setting. An effective key worker system ensures that babies and toddlers are cared for by consistent staff, whenever possible. They receive lots of cuddles and enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from routines which are similar with their experiences at home and staff are attentive to their needs. Babies enjoy filling and emptying boxes and playing 'peek-a-boo' with staff. They explore the colours and sounds of manufactured toys with interest. Toddlers are able to develop their interest in books as staff take them to storytime at the local library from where they borrow books which they take home. Staff plan a wide range of interesting experiences and activities to help children learn through their play.

Older children have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles and role play equipment. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Exploration with paint, dough, 'gloop' and sand helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for.

Older children attending the out of school club enjoy playing computer, card or board games, using small bricks for construction or being involved in creative activities. They relish spending time outside playing swing ball and during the holidays have use of the school grounds. Staff organise treasure hunts and visits to local attractions.

Nursery Education

The quality of teaching and learning is good. Staff have a generally secure knowledge of the Foundation Stage and apply this knowledge to plan and deliver the curriculum. Consequently children are making clear progress towards the early learning goals. Planning is linked to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Staff use their observations of the children to assess their progress, complete stepping stones profiles and identify the next steps to help the children progress in their learning. However, not all profiles are updated regularly and therefore do not clearly indicate some children's current levels of achievement to inform all staff who may be involved in their learning. Staff use good methods to maintain children's interest, sitting with children, providing help and support and extending their play. Children are challenged well through questioning

by the staff during activities. Behaviour is managed well and this results in a calm environment for children.

Children are excited and motivated to learn, they enjoy new experiences with enthusiasm. They form good relationships with staff and their peers which promotes their sense of well-being. Children are developing their independence through participation in routine activities such as pouring their own drinks at snack time, collecting their cutlery, tidying up and putting on their shoes before going out to play. Toys and activities are mostly kept in drawers and storage boxes identified by computer-generated text labels and photographs. This method of labelling fully informs all children of what is available and therefore promotes their choice. Children initiate and continue conversations with others at mealtimes; they speak clearly and confidently about their experiences during circle time. Children listen attentively to stories as well as predicting text and joining in and sing their favourite songs and rhymes with confidence. Children are able to recognise their names on their name cards and coat pegs. They are beginning to link sounds to letters and some of the older children are able to write their names neatly using well-formed letters.

Children show an interest in shape and patterns and most of the children confidently count beyond 10 when counting the number of children present. They are able to recognise and name numerals up to five and count backwards from five to one. They have good opportunities to develop their knowledge of mathematical concepts as they explore shape and space. They use appropriate shapes to make representational models when using clay and observe that more cubes are required to measure the length of an adult than a child.

Children are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. They learn about living things as they plant and nurture flowers and runner beans in pots. They observe and explore changes to the colour of cut flowers when food dye is introduced to the water in the vases or use thermometers to monitor water temperature. Children are developing a sense of time and place; they talk about their families and holiday destinations and are learning about the seasons as they go for walks and notice the changes in the natural world. Children learn about the significance of different festivals and customs and taste foods from various countries. They have access to information and communication technology through play equipment such as phones and a computer.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment, such as cutlery, well. Children express themselves freely through painting and enjoy exploring many different textures such as sand, clay and collage. They design and make pictures and models in two and three dimensions. They relish moulding clay, proudly showing staff and talking about the flowers, snowman and candle laden birthday cakes they make. Children use their imagination well as they play with the various play sets, such as the pirate ship, castle and farmyard.

Helping children make a positive contribution

The provision is good.

The children have good opportunities to learn about themselves, each other and the world around them through planned activities. Good use is made of a local multi-cultural resource centre to provide children with a range of play resources to raise their awareness of other cultures. Children in pre-school learn to sign a song which they perform during the annual Christmas concert; last year it was Silent Night. There are appropriate arrangements in place to support children with learning difficulties and/or disabilities or children who speak English

as an additional language and staff ensure they work with parents and other professionals to meet each child's needs.

Behaviour is good with children developing positive relationships with other children and staff who use appropriate techniques to foster positive behaviour. Children are constantly encouraged and praised and their efforts are acknowledged through displays of their own work and photographs. Children's spiritual, moral, social and cultural development is fostered.

Parents receive good written information on how the setting operates and have access to all policies and procedures. Information boards and a Parents Guide file contain a varied range of useful and informative leaflets and articles relating to various aspects of childcare. Daily feedback ensure parents are informed about what their children have been doing whilst attending. Staff actively seek parents' views about their children's needs and interests before the child starts at the setting. Regular letters keep parents informed of activities and forthcoming events. Parents are provided with a copy of the complaints procedure within their Information Pack. The partnership with parents and carers who receive nursery education funding is good. They receive clear information on the educational programme provided for their children. Parents are kept informed about their children's progress because staff share developmental records with them on request. An 'open-door' policy is maintained to enable parents to talk to staff if they wish to do so. Staff ensure that all parents know how their children are progressing and developing. Invitations to donate items for junk modelling, attend singing sessions and play host to the group's teddy bear, Georgie, for the weekend encourage parents to become involved in their children's learning.

Organisation

The organisation is good.

The leadership and management of the setting is good. The management team have a clear understanding about the service their setting provides and is making sound progress to rectify previous weaknesses. The measures taken have had a positive impact on the quality of the provision. Children are comfortable within a secure environment and benefit from a stable staff group who obviously enjoy caring for children. Systems are in place to ensure that staff are aware of current good practice guidelines and can develop and extend their experience, for example through training. Staff attend regular meetings and receive annual appraisals with reviews at six month intervals. Staff work well together as a team and this supports a happy, relaxed and caring environment for children.

All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. Suitable child to staff ratios mean that children have individual attention where required which helps them settle and develop a sense of belonging. Good procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, enjoy working with children and have completed appropriate checks.

Documentation, policies and procedures are suitably organised. All legally required documentation which contributes to children's health, safety and well-being is in place. Records relating directly to children are stored confidentially and in line with requirements.

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

Improvements since the last inspection

The provider was asked to reduce hazards to children within the toilet area, ensure that premises are clean and school children are encouraged to wash their hands before mealtimes. Due to the shortage of storage space within the building items such as paint tins are still stored within the staff cubicle which is in the same area as the children's toilets. However, nothing hazardous is now stored within children's reach. New carpet has been laid in the baby room and outdoor shoes are not worn in this area. Consequently, babies are able to explore safely. Staff are required to sign the rota when routine cleaning chores have been completed and this is effective in maintaining a clean environment for the children. Carpet tiles have been purchased to replace the patched carpet in the bungalow which will improve the environment for the children attending the out-of-school club. On the day of this inspection there were no towels nor soap in the boys toilet and this remains a recommendation.

In response to other recommendations made the provider has reviewed the procedure to be followed if a child is lost or not collected it now informs staff of the appropriate action to take to safeguard children. Staff have introduced an effective strategy to manage children's behaviour in pre-school resulting in a calm environment where children are keen to behave well. Finally, there is more focus on planning for individual children's learning as staff know their starting points and plan activities to help children's next steps towards the early learning goals.

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 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):

- prevent the spread of infection with particular reference to providing all school children with suitable hand washing and hand drying resources
- ensure that toys provided for children are in good condition and stored suitably to enable children to access them easily and safely.

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):

- update all profiles regularly to clearly indicate children's current levels of achievement so as to inform all staff who may be involved in their learning.

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