

Stanley Kittens Nursery

Inspection report for early years provision

Unique Reference Number	EY350097
Inspection date	15 May 2008
Inspector	Anna Barnes
Setting Address	Stanley Primary School, Wordsworth Avenue, Blackpool, FY3 9UT
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Registered person	The Governing Body of Stanley Primary School
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?

Stanley Kittens Nursery opened in 2007 and is situated in Blackpool. The provision consists of a classroom with a messy area, creative area, a quiet room, a kitchen and associated facilities. There is also a secure, enclosed outdoor play area. The nursery operates from a classroom within Stanley Primary school in Blackpool.

A maximum of 30 children from three to five years may attend the nursery at any one time. There are 57 children currently on roll, of whom 57 are receipt of funding for nursery education.

The setting is open from 09.00 to 15.15 each weekday during term time only. The nursery is managed by a committee with the day-to-day management the responsibility of a qualified member of staff. The nursery provides funded education and supports children with special educational needs. The provision employs six members of staff, including the manager, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where staff implement good hygiene procedures and practices. Children learn the importance of washing their hands before eating their snacks, after using the toilet and playing outside in the sand and soil. Children have good levels of independence as they attend to themselves in the bathroom, under staff supervision. The ability of the staff to attend to the children's health and medical requirements is good as their training in first aid is up to date and the first aid kit is well stocked. They also have clear systems in place for recording accidents and administering medication when required.

Fresh drinking water is accessible in a jug on a low table for children to help themselves as part of continuous provision. Children are very well nourished and enjoy a variety of healthy snacks each day that include a good range of fruit and vegetables. For example, oranges, apples, tomatoes, cucumber and strawberries. The children's understanding of healthy eating is extended as they participate and learn about growing plants by planting seeds in the garden area. The children pour their own drinks of water, wipe the tables in preparation for snack and this helps them to develop their independence skills and hand-eye coordination.

Children take part in regular physical activity both indoors and outdoors. They thoroughly enjoy running around in the large playground, throwing and kicking balls, riding and steering bikes confidently to avoid collisions. They move with agility and coordination as they climb onto the stepping-stones, balancing beam and purpose designed wooden climbing structures. Children show a good awareness of personal space as they move around the continuous provision exploring and accessing resources easily. Their fine motor skills are developing as they handle a variety of tools when exploring sand, water and play dough as well as digging in the soil outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment that is welcoming and safe, bright and exciting. The group rooms are made attractive and welcoming due to the hard work and effort of the staff each day. Resources are easily accessible in labelled drawers, boxes and shelves. Activities are very invitingly presented at floor and low-level, which ensures children are interested and motivated to become involved. Their artwork is displayed on the walls, which supports their sense of belonging. The rooms are well organised, providing clearly identified areas in which children can easily access and explore the resources and materials on offer, for example, the computer area, quiet area, workshop, role play and creative area.

Premises are safe and secure. For example, staff ensure that they supervise children's arrival and departure carefully and ensure that the door is always securely closed. The staff ensure that risk assessments are carried out and this includes daily checks at the beginning of the day to address areas of potential concern that may impact on children's continued safety. However, the risk assessments need to be developed further to show clearly the action taken to minimise risks identified in order to fully protect children from potential hazards. The children learn about keeping themselves safe by staff reminding them about tidying up the toys so they do not trip over, and explaining to the children that they can run fast outside and slow inside. Fire safety is also taught through regular emergency evacuation practises.

Children are very well protected because staff fully understand their important role in protecting them from abuse and are able to put appropriate procedures into practice if needed.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the nursery confidently and enthusiastically and settle into their chosen activities with ease. They enjoy positive relationships with staff, who greet them individually. Children are very excited and show great interest in all they do. They freely link up with friends and move from one activity to another, dressing up and exploring the creative area using a variety of materials and textures to create their own masks. Children enjoy story time both in groups and individually with a member of staff or simply as a quiet activity on their own. Children also enjoy singing and the role-play area, which contains resources that can develop their imagination and excite them.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and are providing a range of activities and experiences, which encourage children to learn and make satisfactory progress. This is evident in their planning and evaluation of children's progress that link well to the stepping stones. This information is used to aid future planning. There is a key worker system in place and staff assess the children through observational assessments, however, children's assessment records are not always consistently maintained.

Children are fully able to engage themselves in activities of their own choosing for extended periods. This is particularly evident in the construction area and the computer area. They frequently initiate positive interactions with others. For example, they approach staff and visitors and confidently ask them questions or provide information about what they are doing. Children are developing an understanding of what is right and wrong, and are encouraged to consider the consequences of their actions on others. Children are developing good self-care skills as they learn to put on their coats and fluorescent bibs for identification when they go outside to play, or aprons before painting.

As children explore and experiment with different mediums, such as sand, water and play dough, they learn about flow, weight and capacity. They regularly construct with a purpose, using a variety of easily accessible resources, sharing and taking turns to build a tower and other structures. Children enjoy plenty of opportunities to develop their computer skills and they demonstrate good mouse control and keyboard skills. Children enjoy participating in role-play and dressing up in different costumes, such as a mechanic and Spiderman.

Some children can confidently recognise and are beginning to write their own names, whilst others enjoy the other opportunities to explore and learn to make marks. For example, single letters during painting and chalking activities. There are opportunities during games and daily routines for children to learn to count by rote, recognise numbers and experience simple calculation for example, when singing number rhymes and making shapes out of play dough and counting them. Staff organised a game of hopscotch. The children eagerly join in counting and recognising numbers up to 10. Children enjoy the opportunity to explore and experiment with a variety of materials, sand, water, paint, foam and play dough. They independently use a range of tools with increasing control to create patterns in the play dough.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging and are able to make a positive contribution due to the warm and friendly welcome they receive as soon as they arrive at the group. Staff are cheerful and enthusiastic, and children's peers are genuinely pleased to greet them. Children have plenty of opportunities to learn about different cultures and religions as they look at positive images and books relating to festivals, for example, Divali and Jewish festivals. The children also delight in dressing up in various outfits. They celebrate Chinese New Year, together with traditional celebrations such as Christmas and Easter. Children are learning about the wider world whilst covering the topic about the North Pole. In addition to this, resources are made available to promote positive images of gender and disability as children access books, dolls, dressing up clothes, kitchen utensils, small world toys and jigsaws.

There are systems in place to support children with learning difficulties or disabilities and the designated member of staff is aware of the importance of working closely with parents and other agencies to support children's individual needs. Children's spiritual, moral, social and cultural development is fostered.

Parents are warmly welcomed and speak to staff when they collect their children, which contributes appropriately to their well-being of the children. An informative brochure, notice board and newsletters provide parents with information about the setting.

Partnership with parents and carers is satisfactory. Some parents are unaware of the observation and assessment records staff have undertaken on their children in order to monitor and further their development. The group operate a key worker system and some parents informally discuss what their children have done with the staff at the end of the session. Parents receive information about the educational curriculum via display boards, home links and brochure to assist in supporting their children's learning at home. However, during discussions with parents it was evident that not all parents are kept fully informed of their child's progress or have the opportunity to access and contribute to their children's record of achievements.

Organisation

The organisation is satisfactory.

The children's care is good due to the organisation of the nursery by experienced and qualified staff. The staff group work well as a team and provide a good level of consistency for the children. They demonstrate a commitment to continual development as they regularly attend relevant training courses to support them in their work. Robust recruitment and vetting procedures ensure that children are very well protected and cared for by staff with knowledge and understanding of child development.

Children are relaxed and confident in their environment due to the effective organisation of their care, and learning. Space is well laid out and care is taken to ensure that children receive a good range of indoor and outdoor play opportunities. Documentation that contributes to children's health, safety and well-being is in good order and stored confidentially in lockable filing cabinets in the office.

Leadership and management is satisfactory. A stable staffing structure enables staff to work as an enthusiastic and supportive team. Staff are involved in informal discussions in relation to curriculum planning; however, insufficient involvement by key staff in this process reduces

the opportunities for them to continue to develop their skills in assessing and planning the next steps in children's learning. There are procedures in place to monitor the overall provision through an evaluation document. The nursery liaises with advisors from the local authority to improve the quality of education for the children they are providing.

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

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 complaint 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):

- review and develop the risk assessment to show clearly the action taken to minimise risks identified.

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):

- review the assessment procedures to ensure the children's next steps for learning are clearly identified and this information is used to directly inform future planning (also applies to care)
- improve the opportunities for parents to be involved in their children's learning and enable them to contribute to their children's assessment records
- further develop planning systems to include all key staff (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