

Kinder Care Day Nursery

Inspection report for early years provision

Unique Reference Number	EY341970
Inspection date	30 July 2008
Inspector	Myra Lewis
Setting Address	32 Richmond Road, Stechford, Birmingham, West Midlands, B33 8SH
Telephone number	0121 789 7897
E-mail	s.saul@hotmail.co.uk
Registered person	Aprex 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 good.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Kinder Care Day Nursery is one of two privately run nurseries owned by Aprex Limited and opened in 2006. It operates from a two storey converted residential property. It is situated in a residential area close to retail businesses and residential properties in Stechford, Birmingham and serves the local and surrounding areas.

A maximum of 50 children may attend at any one time. There are currently 18 children aged from birth to under eight years on roll. Of these, three receive funding for nursery education. The nursery offers out of school care for 12 children up to the age of 11 years. It can support children with learning difficulties and/or disabilities and whom speak English as a second language. The nursery is open each weekday from 07.00 to 18.30, except for bank holidays. All children share access to a fully enclosed outdoor play area.

The nursery employs seven members of staff. All of whom hold a relevant childcare qualification. The setting has close links with the local children's centre and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is appropriately supported within the setting. Children stay healthy because the staff encourage them to learn the importance of hand washing before eating and after toileting, through the established daily routines. Children are encouraged to be independent and develop their self-care skills competently. Appropriate nappy changing routines are in place and have regard to children's personal care needs. Babies and young children rest and sleep according to their individual needs as discussed and agreed with their parents. Staff offer children comfort and reassurance as they rest, safe and secure in their surroundings.

Children's health is further protected through the staff's knowledge of first aid and the observation of routine procedures to ensure the risks of cross-infection are minimised. A well-stocked first aid box is maintained and made easily accessible to all staff. A clear sickness policy is shared with all parents to ensure prompt action is taken if children are ill.

All children enjoy outside play and move confidently within their environment. They eagerly participate in physical activities, such as learning to pedal and manoeuvre wheeled toys. Plans reflect opportunities for children to develop their control and co-ordination skills. Activities are taken outside at every opportunity so that children benefit from being outside in the fresh air. However, the procedures in place to protect children from the adverse effects of sunlight is not consistently enforced which potentially compromises their welfare.

All aspects of children's individual dietary needs are discussed and agreed with parents. Children are provided with healthy and nutritious meals and have easy access to drinks throughout the day. Information regarding children's likes, dislikes and preferences are shared with all staff. Children enjoy sociable mealtimes. Their independence is actively promoted as staff encouraged the children to serve their own dinner and pour their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a friendly and welcoming environment. They are cared for in age-appropriate groups to meet their needs effectively. They move freely and independently around the playrooms, with easy access to toys and resources. Children are kept safe because staff take appropriate action to identify and minimise hazards through risk assessment of all areas of the setting. However, attention is required to ensure the perimeter hedges and side entrance area do not pose a risk to children.

Children have easy access to a broad range of toys and resources, which are suitable for their purpose and meet safety standards. Children are beginning to understand the boundaries in place to keep them safe through discussion with staff who reinforce safety messages. For example, at snack time staff talk to the children about the dangers of the sharp knife used to cut fruit pieces. Children are prompted to help tidy away and understand the rules in place to maintain their safety. Fire evacuation procedures are in place and practised with the children

on a regular basis. Staff have a clear understanding of the procedures and ensure an accurate record is maintained.

Children's welfare is further protected by staff's knowledge and understanding of child protection. Staff understand their role in sharing and recording any concerns they may have and to take necessary action, if they should be concerned. There is an effective system in place to monitor the safe arrival and collection of children.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a wide range of interesting activities because staff plan a positive learning environment. Children make independent choices about their play and staff ensure they are purposely occupied throughout the day. They separate well from their parents and settle easily to their chosen activity. Planned activities are based on the 'Birth to three matters' framework and provide appropriate activities to support young children's learning. Babies receive lots of individual attention; staff spend time holding, talking and playing with them. There are lots of soft toys, musical toys and an activity centre that are made easily accessible. Toddlers participate in a variety of activities, such as construction, puzzles, role play, dressing up, craft and painting activities.

Nursery Education

The quality of teaching and learning is good. The staff have worked closely with other agencies to develop their knowledge and understanding of the Foundation Stage and of how children learn. Therefore, children make satisfactory progress in their learning. Staff plan a broad range of stimulating activities closely linked to the early learning goals. However, the use of everyday routines are not used effectively to maximise children's learning opportunities. Children's progress is monitored through ongoing observation and assessments which are used to inform future planning.

Children are keen to join in all activities provided. They are happy and form positive relationships with staff and other children, which builds their self-esteem and sense of belonging effectively. Children's independence and self-care skills are developing well. Children's language is good, they engage confidently in conversations with other children and adults. They use language well to express their views and feelings, and staff use positive language to stimulate children's thinking. Staff respond with genuine interest to children's questions and general conversations about their homes and families. Children learn to recognise their names through the self-registration system and staff encourage them to write their names on their pictures. They have access to a good variety of writing materials to develop their early writing skills. Children are able to write or recognise some letters of their name. They enjoy listening to stories and use and handle books appropriately. An external provider visits regularly to develop children's interest in music. Children learn to count with confidence and enjoy number rhymes. Activities reflect a variety of opportunities for children to sort, match and understand shapes.

Plans reflect a variety of different topics to support children's understanding of their environment and knowledge of the wider world. They learn about their own culture and those of others, through planned activities and celebrations of different lifestyles. Displays of children's work is well presented but there are less opportunities for children to display their own work to celebrate their achievement. The playroom reflects a good variety of print and numbers with some good examples of dual languages. Children show a keen interest in technology and have

easy access to the computer throughout the day. They are learning to use the mouse with confidence. There is a suitable variety of software programmes to promote their learning of colours, shapes, numbers and letters with appropriate support from staff. Creative play is promoted through a range of different craft activities, such as painting, clay modelling, collage, sand and water play.

Children's physical development is positively promoted. They have regular opportunities to play outside and physical activities are incorporated in weekly plans. They gain good control and co-ordination as they move freely around the setting. They are confident in manoeuvring wheeled toys and enjoy digging in the designated area for growing seeds. Children use and handle a range of small tools, such as brushes, scissors, glue sticks, pencils and chalks with increasing skill and confidence.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children show care and consideration for each other and play happily together. They have equal access to all toys and resources regardless of their ability, gender or background. There are some good examples of positive imagery reflected around the room, through a variety of photographs, dual language posters and books. Children's individual needs are discussed with parents in detail. Any specific requirements or information is recognised and met sensitively.

Positive behaviour is actively encouraged. Children respond well to praise and encouragement from staff who offer gentle reminders to reinforce positive rather than negative behaviour. Children are encouraged to share, take turns and play together. Staff support children as they learn right from wrong by giving clear explanations and reasons why if behaviour is unacceptable.

All aspects of children's individual care needs are fully discussed with parents. There is informal daily contact between parents and staff to share relevant information about their children's care and learning. Parents said their children settle easily and have good relationships with staff who are friendly and approachable.

The partnership with parents and carers regarding nursery education is good. Information regarding planned activities is shared openly through parent handbooks, information displayed and regular newsletters. Whilst parents complete entry profiles for their children which includes aspects of their learning, consultation with parents regarding children's starting points are not clearly identified which impacts on aspects of their learning.

Organisation

The organisation is good.

Policies and procedures are used effectively to promote the welfare, care and learning of children and shared with all parents. The children settle easily within their environment and make independent choices about their play which helps build their confidence to initiate their own play and learning. All required documentation is in place to reflect the service provided. There are regular newsletters to keep parents well informed about their children's activities.

The leadership and management of nursery education is good. The manager demonstrates a strong commitment to the ongoing improvement and development of the nursery education programme. Close links with other providers within the local area have been established which

provide further learning opportunities for children in attendance. The newly established staff team work well together and understand their individual roles and responsibilities. Staff have access to further training opportunities to extend their knowledge and understanding to support children's learning appropriately.

Overall the provision meets the needs of the range of 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 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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

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):

- make sure children are protected from the effects of sunlight at all times
- review all aspects of safety with specific regard to the perimeter hedges and side entrance area to ensure children's safety.

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):

- consider further ways to involve parents in their children's early education and ensure children's starting point of learning is clearly identified
- provide opportunities for children to display their own work and further develop the use of everyday routines to maximise children's 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