

Kids Inc Day Nursery

Inspection report for early years provision

Unique reference number EY305311
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Inspector Catherine Greenwood

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kids Inc Day Nursery is one of seven nurseries run by Kids Inc Nurseries. It opened under the current management in 2005 and operates from seven rooms in a modern purpose-built building. It is situated on a large residential estate on the outskirts of Guildford. The nursery is open each weekday from 07.30 to 18.00 throughout the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register. A maximum of 129 children under five years may attend the nursery at any one time. There are currently 69 children aged from three months to under five years on roll, some in part-time places.

The nursery employs 23 staff; 18 of the staff, including the manager hold appropriate early years qualifications, four of the staff are working towards a qualification. The setting receive support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their learning. There is common sense of purpose that exists within the nursery, due to good communication and consultation. This provides a welcoming environment for children, parents and staff. Plans are well targeted to bring about further improvements to the provision, such as the building work that is taking place to provide direct access to the garden for each group room. Some weaknesses such as the limited range of resources that reflect positive images, and some of the necessary suitability checks for the manager have not been identified.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make use of children's developmental starting points and put systems in place to monitor observations of children's progress to ensure they cover all areas of development
- improve the range of accessible resources and visual images that reflect positive images of differences
- ensure all necessary suitability checks are completed for the manager

The leadership and management of the early years provision

The manager has successfully built morale within the nursery through a pro-active approach to involving parents and staff. Parents' suggestions are actively sought and acted upon through the use of questionnaires, meetings and informal conversations. For example, children now spend longer in each group room,

develop better bonds with staff and are more settled, due to being presented with less change. In addition, improvements are being made to the front entrance of the nursery, so that children have access to a more natural outside play environment. This shows evidence of a good working partnership, where parents views are fully valued. However, not all parents and providers have been approached to identify if their children attend other settings delivering the Early Years Foundation Stage, to ensure continuity of learning.

The manager has established a very supportive working relationship with the local authority, who regularly visit the nursery and give advice, for example, on the management of children's behaviour, as well as on funding for improvements. Staff practice is regularly observed and monitored. Staff are encouraged to express their thoughts and ideas and take an active part in self evaluation. As a result, children's individual needs are well met. All recommendations made at the last inspection have been put into practice. Children's welfare is fully safeguarded due to secure staff knowledge of what to do if they are concerned about a child.

The quality and standards of the early years provision

Children are very well behaved due to the positive encouragement and communication from staff. They show good independence within their play, and are confident with choosing resources that are easily accessible in each of the group rooms. For example, babies develop their senses as they enthusiastically explore boxes, shiny paper and bottles, as well as different textured items in a large basket. They make good progress with learning to move around and walk, although the opportunities for them to experience the outdoor environment and benefit from fresh air are infrequent. Activities in baby room are repeated during the afternoon which means that all children have the opportunity to take part, due to the different times they sleep during the day. However, planned creative activities are completed individually with children and do not enable them to interact with each other.

Children of all ages enjoy choosing books and looking at them independently. They learn the sounds of letters within practical activities such as playdough, where they inscribe the first letter of their name. A tape recorder and headphones with a 'jolly phonics programme' supports this area of learning. Children practise writing their names on chalk boards, in wet sand and shaving foam, and using large brushes and water in the outdoor area. Babies and toddlers handle a good range of media such as paint, glue, cornflour, water, and jelly, and enjoy playing with wooden spoons in the sand. Pre-school children decorate mini pancakes, and often choose to sing familiar songs whilst playing in the outdoor area. They use their imagination as they dress up as spider man, use musical instruments and resources in the pretend home corner/bedroom/restaurant.

Children use mathematical language within their play as they are encouraged to recognise shapes, and use matching games, puzzles and construction resources. They learn about sinking and floating as they use resources in the water tray. Children show curiosity and interest in finding out about living things as they go on bug hunts on the local green, and care of the nursery guinea pigs and fish.

Photographs show children handling and learning about insects, mammals and reptiles. They explore their environment during outings to the local park, and the nearby supermarket to buy items for cooking activities. Children enjoy physical activity as they jump on a soft trampoline in one of the group rooms. Pre-school children develop their physical skills as they enthusiastically take part in organised music and movement and parachute activities.

Children's individual needs are well met due to the completion of individual care plans with parents, which are updated on a monthly basis. However, information about children's developmental starting points in all areas of learning are not currently recorded on admission. Staff have a good knowledge of children's individual achievements, and learning goals are clearly identified and discussed with parents on a regular basis. Written observations are completed during focused activities and occasionally during free play times. However, the lack of focus on using observation spontaneously throughout the day, means that the opportunities to gather sufficient evidence in all areas of learning are restricted. Staff make flexible use of a two year rolling programme of planned topics and activities. The excellent opportunities for children in the pre-school group to contribute to planning, mean they develop good self confidence within their play.

Children learn about Diwali through dressing up with staff, looking at 'Divas' from India, and taking part in role play. Parents are helped to understand how staff support children's learning, through the use of attractively laid out 'evidence folders'. However, written policies and procedures do not include information that supports this information. Children are safe and secure within the premises due to comprehensive risk assessments. They are provided with healthy homecooked food, although the menu is currently being improved to include different cultural food, and a more varied and suitable weaning menu for babies.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met