

Knighton Day Nursery & Pre-school

Inspection report for early years provision

Unique reference number	226971
Inspection date	09/12/2008
Inspector	Judith Chinnery
Setting address	559 Welford Road, Leicester, Leicestershire, LE2 6FN
Telephone number	0116 2883030
Email	
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Knighton Day Nursery opened in 1993. It is a privately owned setting operating from a converted bungalow on a main route into the city of Leicester. It is registered on the Early Years Register, the Child Care Register and the Voluntary Register.

There are currently 69 children in the early years age range on roll, of these 24 receive funding. The setting supports two children who speak English as an additional language and two children who have learning difficulties and/or disabilities.

The setting is open Monday to Friday from 8.00 to 17.45. It is open throughout the year except for public holidays. Children attend for a variety of sessions. Access to the baby room and outside area is down a flight of stairs.

There are five full time members of staff working with the children and 12 part time members of staff. All staff currently hold at least a Level 2 in child care; there are five members of staff working towards Level 3 and all full time staff hold a Level 3 qualification or above. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children make reasonable progress in their play and learning in this setting. Their care and welfare is appropriately promoted. In the main most children are included in the life of the setting, particularly those who may have a learning disability and/or difficulty. The setting is developing its partnerships with other professionals and settings to enable them to more effectively meet children's needs. Whilst some weaknesses in the setting impinge on children's progress staff are committed to making improvements to the care they offer.

What steps need to be taken to improve provision further?

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

- improve staff's knowledge of the Early Years Foundation Stage to ensure that challenging and enjoyable experiences are provided across all areas of learning and development particularly for children aged under three years
- extend staff's ability to use open-ended questions and activities to develop children's ability to think critically and creatively
- develop and embed systems for observations and assessment to ensure that informed decisions are made regarding each child's progress and planning for the next steps to meet their development and learning needs
- extend and develop a culture of reflective practice, self evaluation and informed discussion to identify the setting's strengths and weaknesses and priorities for development that will improve the quality of provision for all

- children
- extend the roles of key persons so that all staff are involved in meeting the specific needs of children with particular regard to those aged under three years.

The leadership and management of the early years provision

The co-owners and managers in the setting generally work closely together, support each other appropriately and share responsibilities between them according to their areas of strength. They give appropriate support to a loyal and often long serving group of staff. Records, policies and procedures such as those for managing accident and medication are accurate and well kept. They are well known by the staff and support most areas of practice effectively. Managers generally deploy staff around the setting to ensure that children are appropriately cared for. However, most part time staff do not act as individual children's key workers, particularly for children aged under three years. This means that they fail to develop a full relationship with them and their learning and development is less well supported. Most staff have relevant child care qualifications, but a number of them lack a full understanding and confidence in the new Early Years Foundation Stage, which, again means they are often less able to support children's play and learning effectively.

Managers have implemented some systems in to the setting to start to evaluate their practice. They are aware of the things which they do well and are beginning to identify some areas for improvement with the support of an external agency. However, these systems are not yet well embedded across the setting to be particularly effective.

All staff and managers have a good knowledge of safeguarding children and ensure that children are well protected through out the setting. A Safeguarding policy and procedure is comprehensive and supports the setting well. Most staff are knowledgeable about child protection, recognise common signs and are clear what actions to take should they become concerned about a child.

Managers and staff build close relationships with parents and carers. They give clear and comprehensive information about the setting and each child's day so that parents and cares are well informed. Staff are now beginning to develop effective ways of sharing information about each child's development and involving parents and carers meaningfully in their child's learning. The staff are also committed to and establish good relationships with professionals such as speech therapists and others who also work closely with some children attending the provision.

The quality and standards of the early years provision

Children's care play and learning in this setting is generally promoted satisfactorily with some areas being good. Staff are vigilant regarding children's safety and maintain good safety precautions which minimise hazards such as the safety gates to the stairs, and enable children to move around the setting freely and safely.

Resources and equipment used by the children are also of good quality and meet the need of individual children's age and stage of development. Children's good health is also effectively promoted. They readily enjoy a wide range of well cooked meals and snacks which include fresh fruit and vegetables. Children access the outside area everyday and are eager and enthusiastic as they move around and develop good physical skills in running jumping and climbing.

Most children's ability to enjoy and achieve, as well as, to develop skills for the future is generally sound. Children are well settled and form sound relationships with most staff and each other. Babies enjoy playing peek-a-boo, are pleased when they manage to make a toy light up and attempt to crawl or walk. Toddlers enjoy exploring the play toolkit and readily talk about and point to familiar objects in books. Pre-school children become easily engrossed in using the computer and playing imaginatively with their peers. They also enjoy many opportunities to draw, make marks and create their own art work. The wide range of activities on offer also ensures that children experience opportunities to count, solve problems and explore space shapes and measure.

Most staff record observations of children's development and use this information appropriately to assess and identify children's next steps so that activities are built around children's individual needs and interests. This system is more strongly established for the older pre-school children and supports their learning effectively. However, these systems are not well established for the younger children aged under three years. This means that while younger children experience a wide range of appropriate activities their learning is less well supported to enable children to reach their fullest potential. Whilst staff talk with children constantly and offer appropriate suggestions and guidance they are less confident in using open-ended questions and activities to extend older children's ability to think critically and creatively.

Children behave well in the setting. Older children willingly share resources such as using the mouse at the computer. Toddlers respond positively to the support of the staff in taking turns and sharing. Staff use appropriate explanations and distract or redirect children to enable them to behave acceptably. The staff make appropriate use of resources reflecting positive images to talk with children and promote a better understanding and respect for differences in cultures and beliefs.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.