

Kids 1st - Rake Lane

Inspection report for early years provision

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| Unique reference number | EY283548 |
| Inspection date | 19/11/2008 |
| Inspector | Cathryn Parry |

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| Setting address | North Tyneside General Hospital, Rake Lane, North Shields, Tyne and Wear, NE29 8NH |
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| Type of setting | Childcare on non-domestic premises |
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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

Kids 1st - Rake Lane Nursery opened in 2004. It is one of a chain of nurseries that is owned and managed by a limited company. It operates from eight playrooms within purpose-built premises situated in the grounds of North Tyneside General Hospital. The premises are accessed through the front doors. The nursery is open weekdays from 07.00 to 18.00 for 52 weeks of the year, excluding bank holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, for a maximum of 110 children aged under eight years at any one time. There are currently 183 children aged from six months to under eight years on roll. All of these are in the early years age range. This provision is registered with the local authority to receive nursery education funding. The nursery employs 28 childcare staff. All of these hold appropriate early years qualifications and four are working towards a further qualification. One member of staff has gained Early Years Professional Status.

Overall effectiveness of the early years provision

All children and their families are welcomed into the setting, by very friendly and extremely approachable staff. There are few missed opportunities within the learning environment for children to maximise their learning and development. The manager and her team demonstrate an exceptionally positive attitude in providing an inclusive environment. This includes being highly proactive and efficient in accessing support through other professionals to meet children's individual needs very well. Good systems to maintain continuous improvement are in place and implemented well. This includes regular audit visits from the company's area manager.

What steps need to be taken to improve provision further?

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

- further develop labelling of resources and opportunities for writing for different purposes
- further develop opportunities for all children to access information and communication technology resources.

The leadership and management of the early years provision

The manager has a clear understanding of the Early Years Foundation Stage enabling her to foster good practice throughout. A robust recruitment procedure and staff induction programme, including new staff initially having a mentor, is in place. It is effectively implemented to ensure children are safeguarded extremely well. Staff meet as a whole team and in their relevant groups with regard to children's age ranges. These meetings along with individual appraisals play an integral part in the manager's monitoring of the nursery to promote children's

safety and well-being. Systems are in place for the manager to regularly evaluate the care and education provided. This includes encouraging feedback from parents through questionnaires and a newly developed display, where parents can put comments on paper raindrops. The manager has responded positively to one of the suggestions, regarding the security of the premises, ensuring children are safeguarded very well.

The manager and her team have built good relationships with parents. They share information on a daily basis both verbally and with written diaries or information sheets. Consequently, parents are well informed of activities, sleep patterns, meals eaten and other relevant information for that day. This promotes continuity of care really well. All children have individual developmental files, which in the majority of cases are comprehensively completed in order to inform parents of their children's progress. Parents are invited to be involved in their children's learning. An example of this is where they take the teddy bear home and record his adventure to share with other children at nursery. Parents are encouraged to come into the setting, for instance, one mother helped the children to celebrate Divali. She brought in traditional Indian dresses and shared topical stories with the children. This effectively widens children's experiences.

The manager and staff liaise very closely with other professionals, such as speech therapists, physiotherapists, and North Tyneside's Inclusion Officer. The latter is extremely complimentary of the staff's ability to work effectively, to enable children with learning difficulties and disabilities to be fully included and make very good progress.

The quality and standards of the early years provision

The staff ensure the learning environment covers each of the six areas of learning. They have developed planning systems, which are informed by regular observations of individual children. Consequently, each child engages in activities and experiences to promote progress. Children's learning and development is supported effectively as staff ask open ended questions, provide challenging experiences and offer verbal and physical guidance. This is complemented with visitors coming to the nursery, for instance, a French teacher and a professional in creative music. They benefit from a flexible routine, including a good balance of child-centred and adult-led activities. The older children are captivated by an excellent member of staff, who clearly enjoys sharing a story with them. There is some good labelling of resources. However, this is not consistent, which results in a few missed opportunities to extend children's awareness and recognition of words. An example of this is where the lovely variety of creative resources, which would introduce a range of new words, is not labelled at all. The opportunity for children to use writing for different purposes is not fully developed, including one room having their role play area as a café, which is delightful. However, there are no resources in place for children to write, for instance, in a diary to take reservations or pads and pens to take orders. This limits children's understanding of the wider uses for writing. All children's creativity is nurtured well as they experiment with a wide variety of materials. This is complemented with the provision of a good range of musical instruments throughout the nursery. Children

delight in using their imagination as one puts the teddy to sleep in the cot and others enter the Winter Wonderland role play area. Some children have daily access to a computer, where staff support their learning effectively through a range of carefully chosen software. A variety of other age-appropriate resources to nurture children's understanding of information and communication technology is available. However, this is not evident in all rooms and although children can be given opportunities to use the computers, in some cases it is rare.

Children flourish as they access excellent opportunities for physical play, including having daily access to the extremely well planned outdoor area. They are encouraged by enthusiastic staff to develop their body awareness through planned and spontaneous music and movement activities. The nursery cook has an exceptional understanding of children's individual dietary requirements and is highly innovative in providing an extremely healthy and appetising menu. Consequently, all needs are met very well and good lifestyle habits fostered effectively. Children are learning good personal hygiene through consistent routines and positive role modelling. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being. Highly effective systems are implemented with regard to the security of the premises, including the use of close circuit televisions and biometric fingerprint reading equipment. Regular comprehensive risk assessments both within the nursery and on outings minimise the risk of accidental injury very effectively. All staff demonstrate a sound understanding of safeguarding children issues and have attended relevant training, to ensure all children are extremely well protected. The staff's excellent understanding of children's individual personalities promotes really effective behaviour management. Staff are extremely sensitive to children's feelings and respond in a variety of ways to meet their needs. An example of this is where they snuggle a baby with a comfort blanket to settle her and make her feel secure. Their confident approach to equal opportunities actively contributes to children's positive attitudes to the wider community. This is complemented with access to a varied selection of resources. They celebrate a wide range of festivals with children that represent their own and other cultures. Consequently, this effectively raises their awareness and understanding of different beliefs and traditions.

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

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| 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? | 1 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| 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? | 1 |

Quality and standards

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| 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? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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

There have been no complaints made to Ofsted since the last inspection.

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.