

Keep Guard Day Nursery

Inspection report for early years provision

Unique reference number	219083
Inspection date	05/11/2008
Inspector	Kelly Eyre
Setting address	The West Wing, The Keep, Walcourt Road, Kemston, Bedfordshire, MK42 8SJ
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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 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

Keep Guard Day Nursery opened in 1996 and is privately owned. It operates from the wing of a converted building in Kempston, Bedfordshire. There are steps to the main entrance but there is a ramp and lift available if needed. Children have access to the fully enclosed outdoor play area.

The setting is open for 49 weeks of the year from 08:00 to 18:00. Out of school care is also offered, with sessions from 15:15 to 18:00. There is a holiday club which runs during each school holiday from 08:00 to 18:00. A maximum of 78 children may attend the setting at any one time. There are 54 places for children in the Early Years age group and there are currently 70 children attending who are within this age range. Most of the children live locally. Eight children attend other settings such as the early years unit of the local primary school, pre-schools and childminders.

The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary Childcare Register. Children occupying these places have their own accommodation and share some of the same facilities as the children in the Early Years age range.

There are 14 staff members. Of these, 11 hold relevant childcare qualifications and three are completing training to achieve an appropriate childcare qualification.

Overall effectiveness of the early years provision

Overall, the setting makes good provision for children in the Early Years Foundation Stage. The comprehensive assessment procedures and exceptionally flexible approach to planning are particular strengths. This means that children are consistently offered highly appropriate opportunities and make excellent progress in all areas. Staff know the children well and therefore offer them appropriate support so that they can participate meaningfully in the activities offered. The manager works in partnership with staff to review the setting's practice, clearly identifying strengths and weaknesses. There are clear plans for future improvements, therefore ensuring that children continue to be offered positive learning experiences.

What steps need to be taken to improve provision further?

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

- improve children's safety by ensuring that hazards are minimised or removed. This refers specifically to the missing spindle on the staircase
- develop further links with all other settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

There are comprehensive procedures for evaluating daily practice and the manager and staff maintain a very positive approach to feedback. The recommendation set at the previous inspection has been positively addressed, with a clear complaints procedure in place to ensure that parents are aware of this and complaints are recorded appropriately. The manager and staff have a clear vision for the future, setting practical action plans and implementing changes to improve the outcomes for children. An example of a recent improvement is the introduction of computers for staff so that all planning is entered and updated directly onto this system. This means that planning is more flexible and staff can spend more time with the children.

The manager supports staff well, providing clear guidance and encouragement to attend further training. The daily implementation of policies supports the efficient running of the setting, thereby ensuring that children are offered a safe environment in which to play and learn. Staff carry out daily safety checks and regularly review the risk assessments. However, children's safety is not fully promoted as there is a missing spindle on the staircase. Comprehensive procedures for safeguarding children ensure that their welfare is promoted and they are protected at all times. For example, staff have a good knowledge of this area and there are robust procedures for checking that all staff have appropriate skills and are suitable to work with children.

The setting works well with parents, carers and most other professionals, ensuring that appropriate information is exchanged in order to promote children's learning and development. Good links are maintained with local schools but links with other provisions providing care for children at the setting have not been optimised in order to fully promote consistent care.

The quality and standards of the early years provision

Children are offered a wealth of stimulating opportunities that support them in making excellent progress. There are comprehensive procedures for assessing children and staff are skilled in actively using assessments and evaluations to formulate clear plans for each child. These are meticulously reviewed to ensure that every child is offered appropriate support and challenge in order to promote their development to the maximum. The highly sensitive support means that children grow in confidence and develop positive attitudes to learning. For example, they confidently make choices about their play throughout the day, choosing resources, exploring the environment, creating role play scenarios and asking for help when required.

Children's individuality and their unique learning styles are truly valued and are reflected in the flexible planning. Staff are exceptionally skilled in utilising children's interests to promote their learning, developing individual plans for each child and updating these on a daily basis. For example, children interested in trains are offered play opportunities that include looking at the shapes on a train, building their own trains from junk modelling materials and exploring associated stories and rhymes. These plans are then extended to encompass other areas, supported by

clear checks to ensure that children are consistently offered opportunities in all areas of learning.

Children are offered a multitude of resources and confidently access these themselves. They are animated and creative in this inspiring environment, confidently expressing themselves and sharing their thoughts and ideas. For example, children eagerly explore a range of resources related to bonfire night, discussing the texture of the 'bonfire' and imaginatively creating further scenarios based on these resources. Children show a great appreciation of each other. For example, they eagerly work together to look for bugs in the outdoor area, discussing and comparing their findings.

Children are active in their learning and embrace opportunities to solve problems, experiment and use their mathematical skills. For example, when playing outside, a small group of children work together to construct a house using a large metal construction set, whilst another group play a counting game, competently working out how to take the largest number of steps in the smallest space. The secure environment and confident, caring staff support children in developing skills for the future. For example, children communicate well, work together to complete tasks, have a high self-esteem and are learning to value each other's uniqueness.

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?	1
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?	1
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

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.