

Katie's Kindergarten

Inspection report for early years provision

Unique reference number	314657
Inspection date	26/11/2008
Inspector	Linda Phillips
Setting address	3 Grange Road, Thorngumbald, East Riding of Yorkshire, HU12 9PR
Telephone number	01964 622135
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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

Katie's Kindergarten is owned and operated by a private provider. It is situated in the village of Thorgumbald, to the east of Kingston upon Hull. Care of pre-school children is provided at ground level. An out of school club operates from the first floor of an adjoining building but there is no lift access. There is an enclosed area for children's outdoor play activities.

The setting is registered to care for a total of 42 children under five years at any one time and 16 children in the out of school provision. There are currently 46 children on roll in the nursery and 31 in the out of school provision. Children attend for a variety of sessions. The setting opens from 07.30 to 18.00 hours, Monday to Friday for 51 weeks of the year and is registered on the Early Years Register, and the compulsory and the voluntary parts of the Childcare Register.

There are ten staff members employed at the setting and all are suitably qualified, including the cook. In addition to this, three ancillary staff are employed.

The nursery receives advisory teacher support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Children benefit from care provided in a clean, comfortable, and inclusive environment. They enjoy an interesting range of activities at the setting that are, in the main, child-led, although some opportunities are adult initiated. There are occasional trips and outings for the children within the local and surrounding area. Most aspects of children's welfare and learning are met, although, the systems in place are not sufficiently robust to identify all children's next steps in their learning. As a result of this, their progress and personal development is restricted at times. Systems to monitor and evaluate the quality of the provision are in place, which enables staff to implement appropriate improvements.

What steps need to be taken to improve provision further?

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

- ensure children have independent access to drinks throughout the day
- ensure that planning, observation and assessment clearly identifies how the next steps in children's individual learning will be met
- improve the organisation and availability of toys, resources and materials to enhance children's choice and decision making, enabling effective links to be made and to consolidate and maximise learning potential
- improve routines for children to enable them to have a better understanding of effective hygiene procedures
- ensure the risk assessment covers anything with which children may come into contact with

- ensure that staffing arrangements for the person in charge and responsible for children under two years holds a level three qualification.

The leadership and management of the early years provision

The manager and staff conduct detailed self-assessments, which leads to a clear identification of targets for further improvements, including the recruitment of appropriately qualified staff. Risk assessments have been devised and implemented to assist them in identifying and eliminating most risks and potential hazards for children, although, the high stools used at the computer desk and hot air blowing from one wall heater still have to be risk assessed.

All required records are well maintained including, for example, the register of children attending and of any medications administered, although incidents and injuries that children sustain away from the setting are consistently shared with parents. The lack of attention compromises the rigorous safeguarding of children.

Since the last inspection, a number of improvements have been made, for example, the availability of information and communication technology means children have access to a computer. A varied range of written policies and procedures are in place but as they are stored within the office, they are not always easily accessible or shared with parents. There is a written complaints procedure in place, and a log is maintained of any concerns raised and their outcome.

The partnership with parents is based on sharing information through verbal exchanges, regular newsletters, a notice board, and annual open evenings. The setting also operates an open door policy where parents have the opportunity to talk with staff at any time. Parents' wishes are respected, for example, dietary requirements are duly noted, and babies routines are followed as requested. Staff display a positive commitment to supporting children with additional requirements and work closely with parents to meet children's individual needs.

Although designated staff caring for babies are suitably experienced they have yet to fully qualify to level three. Other appropriately trained staff are available to be in charge of the room until training for others has been completed.

The quality and standards of the early years provision

Staff have attended Early Years Foundation Stage training, and posters informing parents of children's learning, development and care are displayed throughout the setting. Children's progress is assessed through a combination of observation, photographic evidence, and written records. However, this information is not yet successfully used to plan for children's next steps in learning. Children are offered a choice of activities, and although themes are identified, limited opportunities for adult led activities result in children spending much time in free play. Where activities are pre-planned, resources are not always child friendly resulting in short lived interest and enjoyment. The availability of toys, resources, and materials

within rooms is insufficient to enable children to spontaneously access a wide range of items. As a result, children's choice and decision-making, enabling effective links to be made, and to consolidate and maximise learning potential, are limited.

Children are helped to develop an understanding of a healthy lifestyle through regular access to fresh air and physical exercise. Toys and resources are not in sufficient supply to promote children's physical development, for example, they do not have regular access to balls, bats and balancing equipment. Consequently, time spent outdoors is mainly playing on bikes or other push along toys and is not always challenging.

Children are provided with dried fruit for snacks, which they help themselves to from a communal bowl. Neither smaller dishes nor plates are supplied resulting in the children eating fruit directly off the table. Although there is a water dispenser in the pre-school room, children are unable to freely access drinks at lunchtime, even though children requested drinks, they had to wait until the first course had been eaten.

They are learning about effective personal hygiene, for example, through hand washing, although access to tissues for nose wiping is difficult as the toilet roll fixed to the wall is too high for them. Children are helped to stay safe through discussion and activities such as stranger-danger and road safety and by being involved in the setting's emergency evacuation procedure.

Children, in the main, behave well, although at times, older children have disputes regarding sharing, taking turns, and understanding of the needs of others. When incidents occur requiring interventions from staff, full explanations are not given to children regarding right and wrong resulting in missed opportunities to extend their understanding of acceptable behaviour.

Parents and carers are encouraged to share what they know about their child and systems are in place to support this. Although, there is less evidence to confirm that partnerships in the wider context are used to support the integration of care and education for all children.

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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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.