

Kids Planet

Inspection report for early years provision

Unique reference number EY381916
Inspection date 18/03/2009
Inspector Susan Patricia Birkenhead

Setting address Ebenezer Chapel, Ebenezer Place, Legh Street,
WARRINGTON, WA1 1UL

Telephone number 01925417350
Email amanda.brown@kidsplanetdaynursery.co.uk
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

Kids Planet was registered in 2008 under the current private ownership of Kids Planet day nursery limited and operates from a converted chapel situated in the centre of Warrington. The nursery is one of two registered settings owned by the current provider. Children are cared for within five rooms located on three floors with no lift access to the second or third floor. There is a secure area available for outdoor play. A maximum of 94 children may attend the setting at any one time. The setting is open five days a week from 07.00 to 19.00 for 52 weeks of the year and a small number of school aged children are cared for during the summer holidays. Children attend from the local community and surrounding areas.

The setting is currently registered on the early years register and the compulsory part of the Childcare Register. There are currently 111 children on roll aged from nought to eight years. Of these, 111 are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the compulsory part of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The setting employs 17 members of staff including the manager and the chef. There is one member of staff who has Qualified Teacher status, 14 staff are qualified to level three in early years and two staff who are qualified to level two and working towards a level three qualification. The registered person is working towards the Early Years Professional Status. The setting receives support from the local authority early years consultant.

Overall effectiveness of the early years provision

The overall quality of the provision is good. They provide a very welcoming and inclusive environment for children, successfully promoting the welfare, learning and development requirements through effective team work. This supports children's good progress towards the early learning goals. Excellent procedures ensure very effective relationships develop with parents, carers to further promote the children's learning and links with other providers are established. The registered person and manager use many very effective systems for monitoring and evaluating practices, and are clearly committed to the continuous development of the setting, striving to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- further extend information recorded to reflect children's developmental starting points on entry to the setting and continue to develop a consistent approach to the completion of observations and assessments throughout the nursery to reflect the EYFS
- review the arrangements for snack times to reduce the amount of time it

takes for children to serve themselves.

The leadership and management of the early years provision

Children are positively safeguarded because the managers and staff have a clear understanding of the indicators of abuse and the local procedures for the reporting of concerns incorporated into the written child protection policy. Reference materials regarding local safeguarding procedures are readily available and staff are clearly aware of the appointed person for children protection. Robust recruitment and induction procedures contribute to the protection of children and ongoing training and planned exercises are well received by the enthusiastic staff team. Therefore demonstrating a very positive commitment to extending their knowledge and skills to provide better outcomes for children. The comprehensive written risk assessments in place, which are reviewed regularly are supported by the visual daily checks staff complete and the provision of the contingency bags in each room for use in the event of necessary evacuation further contribute to safeguarding the children.

Management staff work hard to monitor and evaluate the settings practices actively encouraging and involving staff and parents extremely well. They use various good systems, such as peer on peer observations use key performance indicators which contribute to a body of evidence when completing annual staff appraisals. Parents are encouraged to complete questionnaires about the nursery practice and recently responded reviewing the nursery menus. In addition they welcome support from the local Early Year's Consultant, further promoting better outcomes for children by acting on advice and information they receive. They have made a good start on completing the self-evaluation form, which outlines the strengths of the nursery and some areas for future development. All necessary documentation meets the required standards and systems for recording medication, accidents, attendance and children's details are consistent throughout the nursery. Comprehensive policies and procedures are in place to underpin the good care children receive.

The excellent partnership with parents and carers the nursery develop is obvious through the wealth of information shared, open evening's parents attend and the very positive home links staff develop. These include the excellent initiative for sharing information about events in their child's home life with staff who use the comments made to assist in the planning for individual children. The varied systems in place such as the diaries for babies and verbal feedback ensure parents are consulted daily about their children's well-being. The parents interviewed during the inspection speak highly of the provision, and are very happy with the care and education their children receive. Some describe the nursery as 'excellent' and refer to the very caring and supportive staff. The effective key person system and the positive team work approach mean children receive good quality care.

The quality and standards of the early years provision

Children's achievements are recognised well and their sense of belonging is promoted through the extremely effective displays, which contribute to the welcoming environment. Staff are enthusiastic and effectively deployed, which means they positively interact and provide consistent care to support and extend children's care, learning and enjoyment. They plan a range of adult initiated activities, supported by the continuous provision of a wide range of good quality resources within the effectively organised learning environment. This enables children to initiate their own activities and develop their independence and as a result children become active learners, settle well and enjoy learning. The focused and spontaneous observations staff complete inform the children's 'learning journeys' which are generally used to monitor their developmental progress. However systems in place are not consistent throughout the nursery. This means they are not always linked to EYFS or include the children's developmental starting points on entry to the setting, making it difficult on occasion to effectively monitor children's progress. For example, some systems are linked to the Birth to Three Matters framework. The manager recognises this as an area of future development and alternative systems have been developed for future implementation.

Children's interest in books develops well because they visit the local library regularly and books are freely accessible for all children. They develop their mark making skills through various means from a young age. Older children begin to give meaning to the marks they make and learn to recognise familiar letters or write their name clearly. All children are introduced to mathematical thinking and older children are proficient in using numbers spontaneously within the daily routine. For example, they skilfully count the number of cups and plates for snack time. By exploring the treasure baskets children access more natural materials and learn about texture. Young children learn to operate simple activity toys and older children develop skills for operating the computer or other interactive resources. They use a variety of materials to express themselves creatively and imaginatively. For example, the young children sit or crawl in paint and take part in baked bean play when exploring texture or paint freely. Children take part in organised music and movements sessions involving a visitor to the setting weekly to express themselves to music and further develop their physical skills. The daily access to the well resourced outdoor play area provides opportunities for children to experience fresh air and physical challenges appropriate to their different ages and stages of development. Children learn about the wider world through a range of activities, which include dressing in green for the day and making Shamrocks in recognition of St Patrick's Day. All activities successfully contribute to the development of the children's future economic well-being.

Children's good health is promoted well because they develop a positive understanding of personal hygiene and through effective procedures the spread of infection is minimised. They learn about healthy foods during the baking activities involving the nursery chef and the positive approach to the provision of meals means they receive a varied and balance nutritional diet. Some children learn to serve themselves at snack times, however on occasion this results in them waiting too long for their snack to reach them. As a result they become restless adversely

affecting what is normally a relaxed social time for children. Safety is given high priority and good procedures include regular evacuation drills and wearing hi-visibility jackets during outings. Very good security systems within the nursery such as the Close Circuit Television cameras and the security systems fitted to the group rooms mean children remain safe. Children's behaviour is effectively managed, and through the regular praise and reward systems in place they develop confidence which promotes their self-esteem. As a result children are very well behaved, polite and learn to show care and concern for others.

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?	1
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

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

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 registration

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.