

# Kiddie Kastle Children's Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY384591
<b>Inspection date</b>	24/03/2009
<b>Inspector</b>	Jackie Phillips
<b>Setting address</b>	1099 Hessle Road, HULL, HU4 6SB
<b>Telephone number</b>	01482 571 192
<b>Email</b>	
<b>Type of setting</b>	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

Kiddie Kastle Day nursery registered under new ownership in 2008. Is a privately owned setting situated on a main road to the west of Kingston upon Hull, near to the boundary of Hessle. It provides care for 34 children in the early years age group and of these, not more than 12 may be under two years at any one time. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently there are 44 children on roll. All of these children are under the age of five years. The setting welcomes and supports children who use English as an additional language. Children have access to an enclosed rear garden for outdoor play opportunities.

The setting is within a converted Victorian house on three levels. Staff and office facilities are on the top floor with babies on the first floor. Kitchen, laundry, staff and office facilities are also available. The provision is open each weekday, Monday to Friday from 07.30 to 18.00, all year round except for public holidays and Christmas. Currently nine staff are employed at the provision, the majority of whom hold recognised childcare qualifications. The setting keeps goldfish as pets.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Adults at the setting recognise the uniqueness of each child and in collaboration with parents strive to provide an inclusive service to meet children's individual needs. At the time of the inspection the setting was undergoing refurbishment, inside and out. The owner/manager clearly explained recent developments and her plans and ideas to tackle identified weaknesses to bring about positive improvements to the provision and outcomes for children.

## What steps need to be taken to improve provision further?

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

- ensure there is a good balance of adult-led and freely chosen activities provided for children delivered through outdoor play using a variety of interesting resources and equipment
- further develop planning, observation and assessment arrangements to identify learning priorities and assist in planning for the next steps in children's individual learning
- develop ways in which children learn about the cultures and beliefs of others and increase resources and pictures of positive images around the setting
- ensure rooms are maintained at a temperature which ensures the comfort of the children and staff, including non-mobile children.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every 10/04/2009

medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register).

## **The leadership and management of the early years provision**

The adults of the setting work well together as a team. They value and appreciate recent developments regarding raising standards within the setting. For example, they have been involved in sharing their ideas for new equipment and resources to benefit all children and have engaged in discussions regarding the planning of future targets for improvement. There is a common sense of purpose between team members to keep children safe and secure, develop relationships with parents, raise children's achievements and address areas of weakness. Staff know children well and warm and caring relationships are evident. All required documentation is in place to support the operation and management of the provision. However, the legal requirement to ensure the process to gain parents prior written consent for each and every medicine to be administered is not robust. Children over the age of five years are not currently attending, but this is also a requirement of the compulsory part of the Childcare register.

Partnerships with parents are rapidly improving based on a two-way flow of information and successful ways in which parents are welcomed into the setting and are made to feel valued and included. For example, they are provided with newsletters, written recordings, access to their child's development profile and they are invited to take part in fund raising events and included on trips and outings. Parents, like staff, have been able to contribute their ideas to the proposed development of the settings outdoor play area. They share in children's learning experiences and recently, as part of Mothers day celebrations, were invited to visit the setting for cups of tea and buns baked by the children. Partnerships in the wider context are currently under development.

As part of the settings self evaluation exercise adults have worked together to prioritise action needed. For instance, new, good quality children's furniture and equipment has been added and internal decoration has taken place. Ideas to make more effective use of space and fittings are part of the continual improvement programme. For example, plans include an improved area for nappy changing and the lowering of sink units to enable children better access, contributing to their independence. All cupboard doors to low level toy storage areas have been removed. This results in children being able to self select their resources easily and improve choice and decision making skills.

## **The quality and standards of the early years provision**

The learning environment is currently enhanced by, for example, displays of children's work, photographs and information notice boards. Large windows provide access to good ventilation and natural light, although the temperature of

the rooms fluctuate. Attention is given to create specific areas of learning, for example, book corners, role play areas and those where children can be creative and use their imagination. Older children access a computer placed at child height, helping to raise their understanding of everyday technology. Most areas look pleasant and appealing, although resources for sand and water play for older children are not attractive or well organised. Learning and development experiences when children are involved in outdoor play are currently limited. For instance, equipment is not used successfully to meet the needs of the group when outside and adults do not plan a rich and varied range of activities for children to fully benefit from play in the outdoor learning environment.

Systems to plan, observe and assess for children's learning and development are in place. A themed approach is used by staff for all children to help them focus and learn by repetition through a varied range of activities. However, plans do not sufficiently well consider the interests of children and are not confidently aimed at identifying learning priorities to assist in planning for the next steps in children's individual learning. Plans include raising children's awareness of traditional events, such as Mothers day, Halloween, Easter and Christmas and recently children have been involved in celebrating Chinese New Year. However, resources, activities and pictures around the setting are limited to expand children's awareness of a range of traditions and beliefs. This helps to develop positive attitudes towards understanding the needs of others, including adults and children from other cultures and those with disabilities.

The welfare of children is promoted adequately. Staff are aware of their responsibility to protect children from harm and respond appropriately to safeguarding concerns or when developmental issues are raised. Children begin to understand personal safety by being involved in the setting's emergency evacuation procedure. A well balanced menu that is regularly rotated is provided and meals are freshly prepared on the premises. Fresh fruit and vegetables are offered as part of helping children understand contributors to a healthy lifestyle. Children have good access to drinks throughout the day and are involved in serving themselves food. They enjoy and achieve through a varied range of activities that involve, for instance, memory games, growing and planting, cooking, construction, puzzles, books, role play, sensory activities and creative experiences. Children make steady progress towards the early learning goals in relation to their starting points, capabilities and interests.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR8).

10/04/2009

## **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.