

Kiddi Galore

Inspection report for early years provision

Unique reference number	EY358753
Inspection date	06/03/2009
Inspector	Catherine Louise Sample
Setting address	18 Burford Road, Salisbury, SP2 8AN
Telephone number	01722 322179
Email	
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Kiddi Galore was registered in 2007. It is situated in an easily accessible detached house on the outskirts of Salisbury. The nursery is situated over two floors and includes separate rooms for babies, toddlers and pre-school children. There is a fully enclosed garden for outdoor play.

The nursery is open from 08:00 to 18:30 each weekday for 51 weeks of the year. Children attend for a variety of full-time and part-time sessions. The nursery is registered on the Early Years Register to care for a total of 36 children in the early years age range at any one time. There are currently 56 children on roll, of whom 16 are in receipt of funding for nursery education. The nursery cares for children with learning difficulties and/or disabilities and those who speak English as an additional language. There are 12 staff of whom all are qualified or currently training. The nursery also employs a chef.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for appropriately by staff who offer encouragement and affection. Most staff know children well and they work in partnership with parents and other settings to ensure that they can meet the unique needs of each child. They take generally effective steps to ensure that children can play a full role in all activities. The setting informally monitors and evaluates the effectiveness of the provision and has a positive attitude to further development, such as making major changes to the layout of the nursery.

What steps need to be taken to improve provision further?

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

- develop the space and facilities available for babies and improve the nappy changing facilities on the first floor
- develop systems to ensure that staff providing cover are aware of children's individual needs and the next steps that they need to take
- further develop opportunities for children to learn about their own cultures and beliefs and those of other people and increase understanding of how to value linguistic diversity and respect each child's cultural background
- improve children's access to the outdoor area and develop the range of activities and resources available to provide them with rich and diverse learning and development opportunities in an outdoor environment

The leadership and management of the early years provision

Children benefit from having staff who have relevant childcare qualifications or are currently working towards them. Individual staff meet monthly with the manager

as well as having an annual appraisals which ensure their continuing suitability. They work as a team to ensure that staff absences and breaks are covered sufficiently although information about the children they are temporarily caring for is not always shared effectively. Management are involved in informally monitoring and making ongoing evaluations of the provision and have plans to make major changes to improve the learning environment for children. Parents have also had the opportunity to give feedback about the setting. Staff adapt activities and take account of different learning styles to ensure that all children can engage in activities. The nursery has taken some steps towards ensuring that children who speak English as an additional language feel valued and welcome. However, it has not been sufficiently proactive in pursuing relevant information from the parents or advice from other agencies to ensure that children can use their home language in the setting. Children with learning difficulties and/or disabilities are supported appropriately as staff work closely with their parents and other agencies.

Generally effective links with parents and other providers promote children's welfare and education. Parents are kept informed through regular newsletters and discussion with staff. Daily information sheets are completed for younger children and these are also shared with parents. There are regular opportunities throughout the year for parents to see their children's records of achievement and they are invited to contribute an introductory sheet which is stuck into their child's learning journey book. The nursery has effective systems in place to ensure that relevant information about children is shared with other providers.

Children's welfare is promoted by the maintenance of all necessary records which are kept accurately and stored securely. The nursery's policies and procedures are undergoing revision to ensure that they reflect current practice and refer to the new requirements of the EYFS. There are robust procedures in place to ensure children's safety. Thorough recruitment and vetting procedures ensure that staff are suitable to work with children and those that have not yet been cleared wear different coloured T-shirts so that they are easily identifiable. There is a detailed written risk assessment which is reviewed regularly and daily safety checks and monthly health and safety checks are also made.

The quality and standards of the early years provision

Staff take positive steps to ensure that children are kept safe. The premises are secure at all times and staff are vigilant in ensuring that children are only collected by those known to staff or who have been authorised to do so. Children are learning about safety as staff alert them to possible dangers, such as falling if they climb up on chairs. They have nutritious snacks and meals which are prepared on the premises and effective systems are in place to ensure that any dietary needs are fully met. They follow appropriate hand-washing procedures and talk about germs and good hygiene practice. Children play well together and are learning to share and take turns with equipment such as the computer. Older children talk about having good manners and staff remind them of the ground rules such as not fighting over toys.

Children take part in a balanced and varied range of free play and adult-led

activities that cover all areas of their development. Staff make regular observations of children's progress and use their assessments to identify the next steps that each child needs to take and these directly inform weekly planning which allows staff to quickly respond to children's unique learning needs. Children are confident and display natural curiosity. They enjoy looking at books and exploring paint as they make handprints. Younger children use their senses as they explore the texture of different materials and play with natural materials, such as shells.

The nursery provides a welcoming environment with colourful displays of children's work, mobiles and photographs. However, the learning environment does not fully support the needs of young children since the baby room is small and has various equipment in it, such as travel cots and highchairs, which reduces clear play space. There are no soft furnishings and few objects that babies can safely use to pull themselves to their feet. The nappy changing arrangements on the first floor are also insufficient. Children have regular opportunities to use the outdoor area but at present they are unable to move freely between the indoor and outdoor environments. The garden and patio provide plenty of space for physical play but are not used creatively to enhance children's learning opportunities outdoors.

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 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.