

# The Avenues Nursery With Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	510005
<b>Inspection date</b>	24/02/2009
<b>Inspector</b>	Linda Phillips
<b>Setting address</b>	139 Princes Avenue, Hull, East Yorkshire, HU5 3HH
<b>Telephone number</b>	01482 445000
<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**

The Avenues Nursery with Kids Club was registered in 1997 and is owned and operated by private providers. It is situated in the west of Kingston upon Hull. Care of pre-school children is provided on the ground and first floor. An out of school club operates from one room on the first floor and three on the second floor 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 100 children under eight years at any one time. There are currently 88 children on roll in the nursery and 76 in the out of school provision. Children attend for a variety of sessions. The setting opens from 07.00 to 18.00 hours, Monday to Friday for 51 weeks of the year and is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

There are 19 staff members employed at the setting and all but two hold relevant childcare qualifications. A cook and handyman are also employed. The setting receives advisory teacher support independently.

## **Overall effectiveness of the early years provision**

Children benefit from care provided in the clean, comfortable, inclusive environment which is extremely welcoming. Children clearly enjoy an interesting and wide range of activities, which are both adult-led and initiated by themselves within the provision. All aspects of children's welfare and learning are met although their physical development is inconsistent. Clear systems, which monitor and evaluate the quality of the provision, are in place, which enables staff to identify areas for future development.

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

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

- ensure that children have opportunities to be outside on a daily basis all year round
- ensure all children are encouraged to learn healthy practices with hand washing and discouraged from accessing each others personal comforters

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

Although the broad range of written policies and procedure are currently being updated all required records are very well maintained. These include, for example, detailed records of children attending including their arrival and departure times, written risk assessments, and informative accident reports including when parents are contacted with concerns. All are appropriately shared with parents. The

manager and staff carry out an informal, but effective, self-evaluation exercise. This has led to a clear identification of targets for further developments, including, for example, great improvements to the garden areas are imminent and easier access to and from the premises will be looked into.

All staff have attended Early Years Foundation Stage training. They have the added benefit of having access to in-house training through a well qualified staff member who cascades her knowledge and understanding to them. As a result of this clear systems are in place for the planning of activities and opportunities. All children are assessed and observed and this enables them to progress well in their learning and development around the six areas of learning.

There is an extremely effective partnership with parents and grandparents. For example, informative notice boards and letters keep them informed of activities, and fortnightly workshops operate where family members have the opportunity to visit the setting to join in children's play or to keep up to date with children's developmental files. The written complaints procedure in place is shared with parents, and a log is available to record any concerns and their outcome. The setting operates an open door policy where parents have the opportunity to talk with staff at any time. Parents wishes are clearly respected, for example, staff know the daily routines of children regarding sleep patterns of babies, and are fully aware of their dietary requirements including those with intolerances and cultural needs. Staff display a positive commitment to supporting children with additional requirements, for example, frequently used words are displayed in numerous languages such as Latvian and Portuguese to enable them to feel welcomed and valued. Staff also have access to other professionals such as interpreters, and use a translation mechanism on mobile phones to check out new words. This enables staff to ensure all children's individual needs are well met through effective communication systems.

Most staff have a good knowledge and understanding of keeping children safe from harm and have attended training. They are aware of possible signs and symptoms of harm, of reporting procedures and of their responsibility to protect children. Systems are in place to ensure children are kept safe, for example, the intercom at the door is responded promptly to by staff and the quick actions of them to ask visitors to sign in and out result in them being aware of who is on the premises.

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

Children are extremely happy, well settled and are familiar with routines within the provision. They are confident and make independent choices about what to play with and who to play with, for example, they sit in small groups undertaking creative activities and have more lively play when using their imaginations selling plated food to staff from a shop. They take turns when playing problem solving games and enthusiastically use dressing up clothes pretending to be television characters. Children have a wide range of learning opportunities which are well balanced between being adult-led and free choice. Each morning and afternoon children can develop through structured purposeful activities which staff observe

them at, make written notes and evaluate them to clearly identify what children enjoy doing and to chart their next steps of learning. Children support each other well, for example, more reserved and momentarily unoccupied children are encouraged to join in games with others more confident.

Activities and opportunities for older children are well planned in advance, whilst for babies staff react according to their individual needs. As a result children are making good progress in most areas with the exception of regular outdoor play for younger children. For those playing outside they ride bikes and scooters to develop their balancing skills, and negotiate corners whilst pushing wheelbarrows.

Rooms used by the children are most welcoming, and displays of their own work include, for example, under the sea displays, and those relating to nursery rhymes and songs. Displays and the availability of photographs shows children participating in a wealth of activities within the welcoming environment.

Children are extremely well behaved. They respect each other, play well together and are rewarded with certificates and stickers for appropriate actions and kind deeds. They are developing an understanding about their own needs and the needs of others, and learn about the wider world as they have opportunities to celebrate festivals such as Diwali and Chinese New Year, where food-tasting sessions are arranged. They also have good opportunities to explore nature through the growing of daffodil bulbs and search for insects in the garden.

The health and well-being of children is promoted in most areas. Although older children confidently wash their hands before snack time, and know wearing aprons when painting protects their clothes, younger children are not always encouraged in this area. Hand washing practices are sometimes missed and babies are able to access each others comforters, for example, when dummies are on the floor.

Children are learning the importance of keeping themselves safe. They know to line up at the door to be counted in and out from the garden, carefully walk up the stairs holding the banister with both hands when returning to their rooms and are closely supervised at all times. Many safety features and measures are in place, including children being involved with emergency evacuation procedures which enhances their safety. Staff have knowledge of first aid procedures and take appropriate actions when accidents occur.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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](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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.