

Kiddiwinks Day Nursery

Inspection report for early years provision

Unique reference number	500114
Inspection date	11/05/2009
Inspector	Lynda, Margaret Ronan / Kay Margaret Armstrong
Setting address	397 Wilmslow Road, Manchester, M20 4WA
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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 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

Kiddiwinks Day Nursery was registered in 1995. It operates from four rooms in a semi-detached house in Withington, Manchester. The nursery is registered to care for a maximum of 52 children at any one time on the Early Years Register. The setting is also registered on the compulsory and voluntary Childcare Register although there are no children attending connected to these registrations. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Access to the premises is suitable for people with disabilities.

There are currently 34 children aged from six months to under five years on roll. Of these, seven children receive funding for early education. The nursery supports a number of children for whom English is an additional language.

The nursery employs seven members of staff, including the manager, who work directly with children; all the staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Practice is not sufficiently inclusive, as not all children's individual needs are met. Activity plans are not individual to the child and therefore children underachieve. Policies and procedures regarding gathering the developmental information of children are basic leading to significant gaps in staff's knowledge of some children. Management are aware of some areas needing improvement within the setting and have taken some actions that have improved children's well-being; however they have not taken effective action in all instances to effect or maintain that improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- undertake sensitive observational assessments in order to plan to meet young children's individual needs and to provide planned experiences indoors and outdoors which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 10/06/2009
- keep a complete record of complaints and any subsequent action taken (Safeguarding and promoting children's welfare) 10/06/2009
- ensure adults looking after children have appropriate 10/06/2009

training and knowledge in particular with regard to the implementation of the Statutory Framework for the Early Years Foundation Stage (Suitable people)

- ensure outdoor and indoor spaces are safe and suitable for their purpose through effective risk assessments which result in prompt and effective remedial action in particular with relation to the perimeter fence, and testing of small electrical equipment (Suitable premises, environment and equipment) 10/06/2009
- take necessary steps to promote the welfare of the children by following advice from professional bodies with regard to monitoring freezer temperatures (Safeguarding and promoting children's welfare) 10/06/2009
- take necessary steps to promote the welfare of the children by ensuring that children and babies are reminded and encouraged to drink frequently (Safeguarding and promoting children's welfare) 10/06/2009

The leadership and management of the early years provision

Satisfactory recruitment and vetting procedures ensure children are cared for by persons suitable to do so and that at least 50 percent of staff are qualified. Insufficient emphasis is put on staff maintaining current knowledge of childcare through attendance at training. Failure to ensure staff have appropriate knowledge is a breach of requirements. Staff receive a satisfactory induction and all staff have a clear understanding of safeguarding children. However, the record of complaints about the nursery is incomplete which does not adequately support protecting children; this is a breach of requirements. All required policies and procedures are in place, although not adequately monitored in all cases to ensure all children's individual needs are fully met.

Required staff to child ratios are met and a basic key worker system is in place, however this is not sufficiently developed to ensure that children receive their personal care from their key worker.

Most resources in the nursery are accessible to children which allows them to make choices and link ideas. Resources are generally well maintained and suitable to the ages of children using them. Some areas of the learning environment are not adequately maintained, for example, posters are torn and scribbled on and some books no longer have backs.

The premises are generally safe as the manger conducts risk assessments and the staff undertake daily safety checks. However, the risk assessments are not effective as they do not result in prompt remedial action, for example, a perimeter fence has been broken for two months. Children do have opportunities to learn to be effective in promoting their own safety, for example, staff are vigilant as

children negotiate outside stairs and remind children to be careful.

Children's well-being is supported as they enjoy a healthy diet and children have scheduled time outside each day to experience fresh air and exercise. However, systems are not monitored sufficiently well to ensure policies regarding children's access to drinks is adequately implemented and that recommendations regarding the storage of frozen foods are implemented in a timely fashion. Failure to promote children's welfare is a breach of regulation.

Continuous improvement and better outcomes for children are not sufficiently promoted. The quality of self-evaluation is limited and does not include staff, parents and children, therefore they have no ownership of improvement. Monitoring systems are insecure and have failed to address weaknesses, for example, the nursery were asked to develop procedures for parents to add to their child's assessments this has not been effectively actioned. However, management have addressed some issues identified at the last inspection, which displays some capacity for improvement.

Parents receive written information about the service before placing their child and they are informed daily of their child's welfare. Parents are encouraged to access their child's developmental folder but not to add to it, nor are they supported sufficiently to extend children's learning at home.

The quality and standards of the early years provision

Children's learning is supported by staffs' frequent praise which promotes good self-esteem, emotional well-being and good behaviour. Staff are kind and give children their attention, for example, staff in the babies room give babies eye contact and mirror babies babbling. The balance between adult and child led activities is appropriate.

Staff place insufficient focus on raising achievement and developing individuals. Most children are occupied and enjoy free play, although some children are observed to lack concentration and to be disinterested at circle time. For example, younger children in pre-school do not join in singing and are unsure of actions whilst an older child sits with their fingers in their ears not participating. Staff do not engage children by adapting activities to challenge individuals or by sharing thinking and using open questions to promote children's creativity, critical thinking and active participation in the learning process. For example, children free painting only have a choice of thick paint brushes, although children aged two years to four years are participating.

Staff do not always support children to explore their surroundings and technology sufficiently, for example, the investigatory area has technology equipment, such as old keyboards for children to explore but staff have not extended this for children to investigate how the equipment works and what it is made of.

Plans are weekly for each key-worker group and cover adult and child led activities. The plans lack depth, although they do cover all areas of learning. Staff's

knowledge and application of the learning and development requirements, particularly in relation to assessment arrangements and individual child-led learning is inadequate. As a result, observations of children are not matched to the expectations of the early learning goals to plan for the next steps in their learning. Staff have a system for identifying what children know and can do but do not use it effectively and do not know children's starting points in pre-school. These inadequacies combine to provide a lack of challenge for children. It is a breach of regulation to fail to plan systems that provide experiences that meet individual needs.

Children for whom English is an additional language receive little additional support and consequently do not progress in their learning as quickly as they could.

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?	4
How well does the provision promote inclusive practice?	4
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?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
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?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
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?	4

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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