

Kenwood Private Day Nursery

Inspection report for early years provision

Unique reference number	310345
Inspection date	07/04/2009
Inspector	Nighat Ghani
Setting address	40 Kenwood Road, Stretford, Manchester, Lancashire, M32 8PT
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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).

Description of the setting

Kenwood Day Nursery opened in 1977. It operates from three rooms situated on the ground floor of a semi-detached house in a residential area of Stretford. The nursery serves the local area. Children attend for a variety of sessions. The nursery opens five days a week all year round, except Bank holidays. Sessions are from 08.00 until 18.00 each day.

The nursery is registered to care for a maximum of 16 children on the early years register. There are currently 25 children on roll. There are five members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 2. The nursery receives support from Trafford Early Years Department.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. A welcome and inclusive service is provided for all children and their families. Children are settled, happy and are making satisfactory progress in their learning and development. Positive relationships have been formed with the parents. Management and staff are committed to maintaining continuous improvement through self evaluation and gaps identified as a result of this inspection.

What steps need to be taken to improve provision further?

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

- work in partnership with parents and other early year providers by sharing information and involving them in children's continuous learning and development
- plan more challenging and stimulating activities for older children and provide young babies with varied sensory opportunities and experiences
- continue to develop quality improvement processes in the setting to extend effective practice and help improve outcomes for every child
- make meal-times exciting and interesting by involving children, for example, setting the table, pouring their own drinks and serving themselves.

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

- conduct a risk assessment which identifies all aspects of the outdoor play area that need to be checked on a regular basis and for when children are taken on outings, and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment & equipment) 22/04/2009
- ensure written parental permission is obtained at the time of the child's admission to the provision, to 22/04/2009

seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare)

The leadership and management of the early years provision

Management follow secure procedures for the recruitment of staff to ensure they are suitable to work with children. Clear induction procedures give staff an understanding of their roles and responsibilities. Systems are in place to ensure the required records are in place and there is an appropriate set of policies and procedures for staff to follow. However, parents permission to seek emergency treatment or advice is not in place. This is a breach of a regulation. Staff work well together as a team and organise space and resources well to promote children's choice and independence. An effective key worker system is in place, which provides security and continuity of care for the small number of children.

Children are cared for in premises where staff takes effective measures to minimise the risk of accidents to children. However, there are no risk assessments for the outdoor play area or for outings. This a breach of requirements. Consequently, when playing in the outdoor play area children come into contact with dirty equipment and staff move the large equipment in children's presence, which poses a risk to children's safety. Children are protected as staff have a good knowledge and understanding of the signs and symptoms of abuse and are familiar with the procedures to be followed. The self-evaluation system for the provision is in its early stages. However, staff demonstrate a strong commitment to improving the provision and outcomes for children. Satisfactory progress has been made in addressing the recommendations from the last inspection.

Warm and friendly relationships are developed with parents. On entry staff gather information from the parents regarding children's routine to ensure continuity of care whilst the children are attending the setting. Verbal information regarding children's care and achievements is exchanged on a daily basis. The setting has recently introduced a newsletter which goes out to the parents giving them information about the theme of the month. Parents are encouraged to explore this area at home with the children. However, parents are not involved in their children's individual learning and the nursery has not yet established links with other early years providers to ensure continuity and coherence in children's learning.

The quality and standards of the early years provision

Staff are developing their knowledge and understanding of the Early Years Foundation Stage. Good systems are in place for assessing children and staff are able to identify next steps and plan for individual children. Children use a wide range of good quality and developmentally appropriate resources. These are well-presented on low shelving units and in low drawer trays to promote independence and choice. Staff follow children's interests and extend their play. However, a lack of adult-led activities with clear learning intentions leave some children under

stimulated and less challenged.

Older children are beginning to develop mathematical thinking as they recognise and name shapes and count the number and sizes of bowls they have for water play. They show interest, great delight and a sense of achievement when painting the walls of the wooden play house with water and large brushes. Babies enjoy the colours and sounds of toys, such as activity centres which they explore with interest. However, they have insufficient opportunities to make greater use of their senses and creative abilities by accessing natural materials and exploring different sensory experiences on a regular basis.

Children have good knowledge and understanding of the world and enjoy building with the bricks, for example, one of them says, 'I am making a rocket.' 'This is a machine and will fire the rocket,' he then places a figure on the rocket and says, 'we are coming back to earth.' They develop their creative skills when drawing pictures with felt tips and dabbing paint to make a picture of a meadow. Strong emphasis is placed on developing children's personal, social and emotional skills. However, staff do not use meal times as a learning process and valuable opportunity for children to develop their self-help skills. For example, by encouraging children to set the table, pour their own drinks and serve themselves.

Children engage in imaginative play to mimic their observations of the world around them. They happily take on different roles, for example, pretending to be daddy and mummy and going shopping. They speak clearly and have confidence to speak with others about their needs. Children's reading and writing skills are developing well. They handle books appropriately, turning pages from left to right. Older children are beginning to write recognisable letters of the alphabet, particularly when they write their own names.

Children's health and safety are promoted through, discussion, routines and practice. They enjoy a healthy and nutritious diet and have lots of opportunities for outdoor activities, such as building with large plastic crates, skipping and playing ball games. Clear procedures are followed by staff for the safe administration of medication and reporting of accidents. Children learn about keeping themselves safe through practising the evacuation procedure and during discussions, such as 'stranger danger,' and road safety. They learn to manage their own behaviour effectively through the skilful use of positive language and consistently clear explanations offered. They regularly receive good levels of praise and encouragement for their achievements to boost their confidence and enhance their self esteem. As a result children successfully negotiate their turn and demonstrate their understanding of unacceptable behaviour

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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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