

Kinder Castle

Inspection report for early years provision

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| Unique reference number | EY280850 |
| Inspection date | 16/06/2009 |
| Inspector | Cathryn Parry |
| Setting address | 4 Tynemouth Road, Tynemouth, NE30 4AY |
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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

Kinder Castle Nursery is owned and managed by a limited company. It was registered in 2004 and operates from self-contained premises, situated in the residential area of Tynemouth in North Tyneside. Children have access to two enclosed outdoor play areas. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 63 children under eight years at any one time, all of whom may be in the early years age range. There are currently 113 children attending in this age group. The nursery also offers care to children aged over five years to eight years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with learning difficulties and/or disabilities and a number who have English as an additional language.

There are 19 members of childcare staff, 18 of whom hold appropriate early years qualifications to at least level 2 National Vocational Qualification. Eight members of staff are working towards a further qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The manager and her team offer a very warm and friendly welcome to all children and their parents. The wide range of resources and activities provided ensures all children have the opportunity to make good progress. The planning and observing of children continues to be developed. Staff have experience of caring for children with learning difficulties and/or disabilities. They demonstrate a very positive attitude to providing an inclusive environment. This includes ensuring all children's needs are met, by liaising closely with other professionals, attending relevant training and accessing individual support if required. Continuous improvement is maintained as staff go on courses and link with childcare support workers from the local authority.

What steps need to be taken to improve provision further?

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

- continue to develop the planning of activities and systems for making systematic observations and assessments of each child's achievements, interests and learning styles
- further develop systems to involve parents as part of the ongoing observation and assessment process.

The leadership and management of the early years provision

The manager includes all staff in the evaluation of the care and education provided. Feedback is also gained from parents both verbally and with questionnaires. Consequently, a wider view of the provision is gained. The recommendations raised at the previous inspection have been positively addressed. The manager recognises the nursery's main strength as being the staff team she has in place and the fact that several are working towards further qualifications. She also identifies that the outdoor play area could be further improved and has addressed this by accessing a grant to purchase new resources and develop the garden area.

High emphasis is put on partnership with parents, which has a positive impact on children's overall well-being. All parents are informed on a daily basis of the activities their children have participated in both verbally and with written record sheets. Consequently, they are able to continue highlighted activities at home to extend their children's learning. However, effective systems are not in place to ensure they are involved as part of the ongoing observation and assessment process. This has a slightly negative impact on showing children's progress. There are currently no children attending who receive education and care in more than one setting. However, staff show a very good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence.

A robust recruitment procedure makes sure all staff are suitably qualified, experienced and vetted to ensure children are cared for extremely well. All staff have accessed safeguarding training and demonstrate an extremely comprehensive understanding of associated issues. Consequently, children are protected very well. Staff vigorously risk assess on a daily basis to ensure the nursery, outdoor play areas and any outings undertaken are really safe for children to access. Consequently, the opportunity for accidental injury is positively reduced.

The quality and standards of the early years provision

All staff demonstrate a very good understanding of the Early Years Foundation Stage. They ensure each of the areas of learning is covered well. An excellent key person system is implemented. This results in staff having a really good understanding of their key children's individual personalities to promote effective behaviour management. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of related resources and activities which promote a positive outlook of the wider world. Staff are enthusiastic and activities are undertaken with a sense of fun, for instance, when being a patient for a child to practise being a dentist with. A very good balance of child-centred and adult-led experiences ensures appropriate challenge for the children's age and stage of development. Children enjoy looking at the variety of age-appropriate books both independently and with members of staff. They have a growing understanding of the world that they live in through a variety of well-planned and spontaneous activities. These include planting and nurturing

cress, playing in the snow and visiting the fish quay to see a shark that had been caught.

Babies' interest is encouraged through a wide variety of manmade and natural resources. Children show an awareness of shape as they complete puzzles and concentrate on related matching games and activities. Their creativity is effectively promoted through a wide range of experiences, including regular visits from a professional music and movement practitioner. The effectiveness of the planning of activities and systematic observing of children varies throughout the nursery, with some rooms having very good systems in place. Other rooms are still developing this area and do not clearly use observations of individual children to inform future planning. The introduction of learning journals for each child is beginning to show a clearer picture of progress made.

Children are safeguarded exceedingly well as the nursery is secure at all times. This is supplemented with extremely effective procedures for adults collecting children and visitors gaining entry to the premises. Children's knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities and regular fire drill practices. A father who is a police officer arranged a visit to the nursery in a police car, which further develops children's understanding in a memorable and interesting way.

Children are learning about the importance of good personal hygiene through carefully planned experiences. They are becoming increasingly independent in their personal care, as brushing teeth after lunch and hand washing form integral parts of their routine. Staff implement exemplary procedures for nappy changing to ensure the personal care needs of the very young are effectively met. Children flourish as they access excellent opportunities for large physical play. Staff also encourage parents to walk their children to nursery to promote good lifestyle habits. Children are active or restful through choice and babies sleep in-line with their individual needs and parents' wishes. Their well-being is enriched through accessing a healthy diet. A varied and imaginative menu, using organic produce wherever possible, encourages children to have an excellent awareness of healthy meal options and the opportunity to try new foods. The cook liaises with parents to ensure all specific dietary requirements are effectively met. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up to date. This positively safeguards children's well-being.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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? | 1 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| 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 |

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Annex B: the Childcare Register

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| 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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