

# Kirby Muxloe Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY301382
<b>Inspection date</b>	27/05/2009
<b>Inspector</b>	Lynn Dent
<b>Setting address</b>	45 Barwell Road, Kirby Muxloe, Leicester, Leicestershire, LE9 2AA
<b>Telephone number</b>	01162 390900
<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 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

Kirby Muxloe Day Nursery is a privately owned provision. It opened in 2005 and operates from four rooms in a converted house. It is situated in the village of Kirby Muxloe in Leicestershire. There is level access to the premises. However, older children are mainly cared for on the first floor of the premises which is accessed by stairs. The nursery is open each weekday from 7.30 to 18.30 for throughout the year. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 45 children in the Early Years Foundation Stage may attend the nursery at any one time. The nursery is currently caring for 96 children in the Early Years Foundation Stage, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

Children come from a wide catchment area, as most of their parents travel to work in and around Kirby Muxloe. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 15 staff all of which hold appropriate early years qualifications and two are working towards a higher level qualification. The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery is organised effectively which enables all children to be integrated into the setting at their individual developmental stage. Staff plan and provide a wide range of experiences that enable children to make good progress in their learning and development. The nursery is starting to liaise with other childcare settings to promote consistency for the children. Informal systems are in place to ensure the continued suitability of the staff. The management has developed effective systems to self-evaluate and monitor the provision.

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

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

- improve systems to ensure that staff continue to be suitable to work with children
- develop systems further to communicate with other settings that children attend to ensure coherence in their learning and development.

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

Children are cared for by suitable staff because they undergo a rigorous recruitment and checking procedures. However, the informal systems in place may not sufficiently ensure that they continue to remain suitable to work with children. Clear and concise written policies and procedures are implemented well and underpin the care of the children. Staff clearly understand how to identify, record and report concerns in accordance with the Local Safeguarding Children Board procedures. Consequently, children's welfare is effectively protected.

Staff have a good knowledge and understanding of the Early Years Foundation stage which means that children receive a broad and balanced curriculum which is regularly evaluated to ensure that the learning aims are met. Staff plan a wide range of experiences which effectively help children to make good progress in their learning and development. Good organisation enables children to develop their own play and learning. Records of children's achievements are well-annotated and ensure that their next steps are clearly identified. As a result each child has an individual target that effectively promotes all areas of learning. Good partnerships with parents ensure that the children's individual needs are known and met. Parents are kept fully informed of their children's progress and next steps through regular meetings and the sharing of records. They are positively encouraged to provide photographs and information about what the children are doing at home. As a result the staff can build on their prior learning and personal interests. Steps have been taken to liaise with other childcare providers that children attend. However, further communication is necessary to fully promote consistency for the children concerned.

The management have developed robust self-assessment procedures which are clearly integral to the improvement of the provision. These include collecting information from staff, parents and the children themselves. As a result the management and staff have a good understanding of the strengths and areas for improvement. Clear action plans show the areas for further improvement and the steps required to ensure these are met. The recommendations made at the last inspection have been fully implemented and demonstrate a further commitment to improving the service provided.

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

Children's welfare is protected because staff implement sound procedures to prevent the cross contamination of germs. Staff check the premises and resources to ensure they are clean and suitable for the children to play. Consequently, children are cared for in a safe environment. Children play harmoniously with their friends and have good self-esteem because staff are positive role models and use praise to promote this. All children have good manners use phrases such as excuse me, please and thank you. Children have a very clear understanding of the importance of good hygiene and willingly wash their hands and clean their teeth because they learn about germs through interesting activities. Children benefit because they receive organically grown foods and they clearly understand the

benefits of healthy eating. A very clear and inclusive system is in place to ensure that children's dietary needs are met. Meal times are used exceptionally well to promote all children's independence as they learn to serve and feed themselves. This time is used to promote skills for later life, such as using cutlery and developing good table manners. Older children have a very clear awareness of how to protect themselves in hot weather and the benefits of exercise. Daily routines such as, using the stairs and practicing the emergency evacuation procedure are used well to help children learn how to be safe.

Children are confident and happy because staff move around the rooms and engage them in play. Children's communication and language development is promoted effectively because staff ask them a range of questions that help them to think and explain what they are doing. For example, during imaginative play the children decide that cooking a jelly on a barbeque was not a good idea as it would melt. Younger children are confident to express themselves using gestures and babbling which staff react to well. Role play areas are developed into interesting experiences. For example, caves, garden centre and a travel agents office. All children enjoy making marks on paper and older children write for a purpose, such as, making labels for toy boxes; and pretending to write tickets for holidays in the role play area. Children use numbers and mathematical language throughout the day. As a result younger children are skilled in matching numbers and older children enjoy using calculators and other methods to add and subtract simple numbers. Children learn about the wider world as they locate countries on maps. They know that plants and vegetables need water and soil to grow because they plant and look after these in the garden. The provision for children who speak English as an additional language is particularly good and they feel valued because they are surrounded by words and labels in their own languages. Babies are supported well to develop independent walking and have space to move around the room at will. Babies and toddlers have access to a wide range of sensory experiences, for example, glitter, soil and shredded paper. The outdoor play is stimulating and provides further opportunities for all children to develop their learning in different ways.

## 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?	2

### 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?	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**

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