

Kingscliffe Day Nursery

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Kingscliffe Day Nursery is a privately owned provision. It opened in 1999 and operates from three rooms in a converted house in Loughborough in Leicestershire. Access to the premises is by one step. Older children are currently cared for on the first floor of the property, which is accessed by stairs. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one any one time. The nursery currently cares for 63 children in the Early Years Foundation Stage, some of which attend on a part-time basis. The nursery is open weekday from 7.30 to 18.00 all year.

Children come from a wide catchment area, as most of their parents travel to work in and around Loughborough. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language. The nursery provides funded early education for three and four-year-olds.

The nursery employs nine staff. Of these, eight hold appropriate early years qualifications and one is working towards a qualification. There are also three staff working towards a higher level qualification. The nursery is a member of the National Day Nurseries Association and have achieved the Investors in People award.

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 provides well for the children ensuring that their individual needs are promoted. Children are cared for in a generally safe environment. Good organisation ensures that children's learning and development arms them with skills for later life. Children are engaged in planned activities and have time to develop their own learning and play. Partnership between the nursery and its parents is effective and the setting has made a good start to liaising with schools that children will attend. Clear monitoring and evaluation procedures ensure that the setting identifies and implements improvements.

What steps need to be taken to improve provision further?

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

- ensure that the outdoor environment does not pose a risk to children's safety; this is with regard to the storage cupboard doors

- ensure that all parents know who their child's key person is so that they are aware which member of staff that knows their child well
- provide further opportunities for children to develop their own creativity
- develop systems further to communicate with other settings that children attend to ensure continuity in their learning.

The leadership and management of the early years provision

The management provides good leadership which ensures that the staff are effectively supported in their role. Consequently, staff are dedicated and work well together to benefit the children. The nursery is well organised and routines have been established to promote the welfare, learning and development of the children. Effective planning and implementation of the Early Years Foundation Stage means that children have time and space to engage in well-thought out activities and to initiate their own play and learning. Clear records are in place for each child and indicate their achievements and further priorities in their learning and development.

The partnerships with parents are positive and they express how pleased they are with the provision and value the opportunity to observe their children on secure cameras. However, a minority number of parents are unsure who the key person for their child is, although they all feel that they can talk to any member of staff. Parents receive frequent newsletters informing them about events and initiatives and the nursery seeks their opinions regularly and action is taken on the results. There are frequent parents' meetings and constant communication between practitioners and parents at the start and end of sessions. Consequently, they are well-informed about their child's achievements and able to provide information that helps the staff to build on what the children know and can already do. The nursery uses outside expertise well for children who need support with their learning, ensuring inclusive practice. The nursery is in the process of setting up systems to further develop partnerships with other settings that children attend to provide consistency for the children.

Appropriate action has been taken to improve the recommendations identified during the previous inspection. Rigorous and accurate evaluations of the nursery provision ensure that identified areas for improvement are planned and implemented in a timely manner, showing a commitment to continuous improvement. All appropriate policies are in place and implemented effectively. Children can play safely in the well-maintained premises and outdoor play area. However, on the day of inspection, a store cupboard door in the outdoor play area posed a risk to children's safety. Children are effectively safeguarded because staff have the knowledge and confidence to implement the Local Safeguarding Children Board procedures.

The quality and standards of the early years provision

Children achieve well in the nursery and make good progress towards the goals expected for their age. They are encouraged to explore and make choices from the

wide range of resources available. The rooms are set up effectively for the different age groups. Staff ensure that children visit their next room to make the transition smooth and to enable staff to provide well for them, Staff encourage children to engage in many opportunities to develop their skills and knowledge through adult directed and independent activities. Overall there is good provision for children to develop in all the areas of learning and to play together. However, some craft activities are not organised effectively to enable children to fully develop and express their own creativity. Children are making good progress in using and ordering numbers and staff provide effectively for children to extend their learning. For example, children are organising numbers to 10, they express a desire to go beyond this number, and the staff provide numbers to 30. Consequently, children are challenged.

All children clearly enjoy stories and these are often used to enable children to act out a story and for display purposes. Children explain that they have been on a bear hunt in the garden and have learnt new words such as 'splish', 'spolsh' and 'splash'. A display with simple words and photographs of the children engaged in the activity provides them with a meaningful reminder of their experience. Children are skilled in using Information Technology and use this to play games that support all areas of learning. Communication and language skills are effectively supported for all children. Consequently, babies and younger children are confident to express their feelings through babbling and gestures. Toddlers and older children use their language well in their imaginative play. The outside area provides a space for children to socialise with their older peers and they all enjoy developing their physical skills on a range of play equipment. Staff plan the outdoor play area well because they provide resources for children to develop other areas such as mark-making and role play.

The nursery has a focus on health, safety and security. Staff maintain clean and hygienic premises due to routine cleanliness. Children wash their hands throughout the day and understand the importance of this. They learn about healthy eating as this is discussed at snack and meal times. The nursery provides healthy snacks and lunches and encourages older children to develop their independence by serving themselves. Staff sit with children at meal times and act as role models for promoting good table manners. The positive relationships and care provided ensure that children behave well and treat each other with respect. There are few disputes and those that occur are resolved sensitively. The nursery environment reflects the commitment to children's progress and enjoyment. Displays are interesting and designed to stimulate the children and to help them learn about the wider world in which they live. In the baby room, children benefit from a sensory area with mirrors, lights and different textures. Babies benefit because their own routines regarding sleeping and feeding are maintained well.

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

Leadership and management

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?	2

Quality and standards

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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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