

Kinder Nursery-Clare Park Day Nursery - Kinder Group Limited

Inspection report for early years provision

Unique reference number	127301
Inspection date	29/04/2009
Inspector	Jane Chesterfield
Setting address	Beech Road, East Malling, East Malling, West Malling, Kent, ME19 6DH
Telephone number	01732 871300
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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 Nurseries Clare Park Day Nursery is one of seven nurseries run by Kinder Groups Ltd. It opened in 1990 and operates from five rooms in a purpose-built building. It is situated within the Malling School in East Malling, Kent. A maximum of 124 children under eight years of age may attend at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year and children are split into three groups; under two years, two to three years and pre-school.

The after school and holiday clubs operate from the Malling School canteen adjacent to the day nursery. Sessions for the after school club are from 15:00 to 18:00 during term times and sessions for the holiday club are from 07:30 to 18:00 during school holidays. All children share access to a secure, enclosed outdoor play area. There are currently 124 children aged from birth to eight years on roll. Of these, 115 children are under five and 40 receive funding for nursery education. Children come from the local area and further afield.

The nursery works in partnership with a number of local primary schools. It currently supports several children with learning difficulties and disabilities, and all areas of the setting are easily accessible. The nursery employs 23 members of staff. Of these, 11 hold appropriate early years qualifications and four are working towards a qualification. The nursery has achieved the Kent Quality Kitemark. The Kinder Nurseries Clare Park Day Nursery is registered on the Early Years Register, compulsory Childcare Register and voluntary Childcare Register.

Overall effectiveness of the early years provision

Clare Park Day Nursery offers good quality childcare. The children who attend are happy and secure and make good progress in their learning and development. The setting is very inclusive and welcomes children of all abilities, and staff work well to meet their different needs. Daily routines are carefully planned and run smoothly. Managers have a good understanding of the setting's strengths and weaknesses, and the setting is well placed to make further improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to develop their skills in writing and counting for a purpose
- increase resources for information and communication technology and opportunities for children to develop their skills in this
- improve consistency in the use of assessment to identify and plan for the developmental needs of individual children

The leadership and management of the early years provision

The setting is well led and managed. It receives good support from the provider, whose comprehensive policies and procedures ensure that children are kept safe and legal requirements are met. Systems for safeguarding children are robust. The setting has fostered good relationships with parents who are welcomed into the nursery at the beginning and end of each session. They are kept well informed through daily discussions with staff and a monthly written update from their child's key person. Parents have ready access to their children's 'All About Me!' assessment folders and are frequently asked to contribute to them. Regular coffee mornings and open days give parents the opportunity to offer their views and suggestions to key persons and managers. There are systematic processes for managers to gather the ideas of staff through regular room meetings and whole staff meetings, so all those working at the setting feel involved in its operation. Good systems for self-evaluation focus on improvement. Managers are very aware, for example, of the need to improve resources for information and communication technology, and are constantly working on updating and enhancing the nursery environment. Staff are motivated and capable, and there is a strong sense of teamwork and a positive working atmosphere in the setting. This means that relationships are very good at all levels, creating an environment where children can thrive.

The quality and standards of the early years provision

The setting pays good attention to children's welfare at all times. The issues related to welfare from the last inspection have been well addressed. All electrical sockets are now covered, and cleaning fluids are kept well out of reach of children. Checking these issues now forms part of the daily risk assessment for each room. The entrance to the after-school club is now secure, so that children are safe inside.

Children's personal, social and emotional development is very well promoted. They are gaining a good understanding of keeping themselves safe and know, for example, that they need to wear a hat to go outside on sunny days. They are also learning to lead healthy lifestyles, for example queuing to wash their hands before they eat or after visiting the toilet. Staff make sure that there are opportunities for children to rest in the afternoon, and drinking water is readily available all day. Children are given every chance to develop their independence. Those in the pre-school room, for example, are expected to help set up and clear up at lunchtime, and to help themselves to cold desserts. They willingly do their bit for the nursery community. They are developing good social skills, such as taking turns and following instructions, which means they are well-prepared for going to school.

Children of all ages are settled and enjoy being at nursery. Staff provide a good range of activities indoors and outside, suitable for the different ages and needs of the different age groups. Even the very youngest in the under two-year-olds' room confidently choose activities for themselves where they can. The setting has made good progress on the issue from the last inspection requiring staff to evaluate

activities to inform their planning. The key person system is now well-established, and each key person does their own planning to ensure activities meet their children's particular needs. However, there is a lack of consistency in the way staff use their assessments to highlight the development needs of individual children and pinpoint the next steps in different areas of learning.

Staff consistently work well with the children, reinforcing their ideas and vocabulary through questioning and repetition. The children's speaking and listening skills are developed well. There are some good opportunities for children to develop their early literacy and numeracy skills. Book corners are well stocked and writing areas are always set out. Objects around the rooms are clearly labelled so that children can begin to link the spoken and written word. Some good work in numeracy was evident in the two to threes room, where children had the chance to sort shapes or play lotto with the help of adults. However, children do not have enough opportunity to practise writing and counting for a purpose, for example, in their role play areas, either indoors or outside, which would allow them to understand how these skills are used in daily life.

The setting makes very good use of its outside area to promote children's physical development, knowledge and understanding of the world. Some pre-school children had fun hitting balls onto the slide to see how far they would roll, while others learnt about the lifecycle of a frog as they looked at frogspawn and tadpoles. Lack of information and communication technology resources, though, means that children are not developing skills in this area. Children have good opportunities for creative development, for example, through making models and making music.

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

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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