

Country Kids Day Nursery

Inspection report for early years provision

Unique reference number

EY251062

Inspection date

14/05/2009

Inspector

Mary Anne Henderson

Setting address

House on Hill, Offoxey Road, Bishops Wood, Staffs, ST19
9AP

Telephone number

01785 840372

Email

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

Country Kids Day Nursery is a privately owned provision and opened in 2003 under its present ownership. It operates from four classrooms in a self-contained extension to a private house, which is located in Bishops Wood on the Shropshire/Staffordshire border. There is an enclosed outdoor play area. The nursery serves the local and surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 51 children from three months to five years on roll. Children attend for a variety of sessions. The nursery supports children with special needs and those children who speak English as an additional language. The nursery is open from 07:30 to 18:00 Monday to Friday for 50 weeks of the year.

There are eight members of staff all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the effectiveness of the early years provision for children in the Early Years Foundation Stage (EYFS) is satisfactory. There are sound relationships between the staff and parents. This promotes inclusion and ensures the individual needs of each child is met. Indoor and outdoor areas provide a range of opportunities for the children to learn and develop. There are systems in place to monitor and evaluate the provision and the capacity to make further improvement is sound. At times, adult to child ratios are not always fully met to ensure the welfare of the children.

What steps need to be taken to improve provision further?

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

- ensure the self-evaluation process includes the identification of strengths and all areas for further improvement
- use observations to plan children's next steps in all areas of their learning and development.

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

- ensure adult to child ratios are fully met at all times
(Suitable people)

15/05/2009

The leadership and management of the early years provision

The leadership and management of the nursery is satisfactory. The staff are warm and caring towards the children and they provide an inviting environment for all children and their parents. Staff work closely with parents, carers and other providers of the Early Years Foundation Stage to identify and meet the children's needs. There are systems in place to monitor and evaluate the quality of the provision. However, the strengths and areas for continuous improvement have not yet been fully identified. Improvements made since the last inspection ensures children's health, care and development opportunities are maintained. The capacity to make further improvement is sound.

The risk assessment procedures in place includes areas, equipment, toys and outings involving the children. The children are protected because staff are aware of the safeguarding procedures to be followed. However, at times, the adult to child ratios are not always effectively maintained, thereby possibly compromising children's welfare. The hygiene procedures ensure children's health and well-being is maintained at all times.

Staff observe children as they play. However, observations have not yet been fully utilised to identify the next steps in children's learning for all children on roll. Partnerships with parents are sound. Parents have free access to their child's learning and development files and can discuss any issues with their child's key worker at any time. This is further supported through daily verbal exchange of information. Parents have free access to the setting's policies and procedures.

The quality and standards of the early years provision

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, they are provided with a healthy balanced diet which includes meat, fish, vegetables and pasta and a variety of fruit. Children learn about a healthy lifestyle through discussions and stories about eating healthy food and being physically active. Children learn about the importance of hygiene through routines as they wash their hands before they eat and after they visit the toilet. Children are also learning about the importance of personal safety. For example, they are all involved in the fire evacuation procedures with the staff. They also learn about personal safety through visitors such as the fire officers and the police officers who come to the nursery to talk to the children about keeping themselves safe.

Children find out about their environment, identifying features and noticing the natural world. They do this as they walk around the grounds with the staff noticing the changing seasons and looking at the wildlife. They look for leaves and twigs to take back into to the nursery to use during their creative activities. The children enjoy having visitors to the nursery to extend their learning. This includes the animal man who brings in a variety of reptiles, insects and small animals such as hedgehogs. The children enjoy learning about how the animals live and what they eat. Children also enjoy growing sunflowers and bulbs and watching them change

and grow over time.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy using the climbing frames and slides to practise their balance skills and they like to ride around on their trikes with their peers in the outdoor play areas. Children form sound relationships with their peers and the adults around them. They are well behaved and have regard for one another. They listen well when the adults talk to them and join in with conversations. During role play the children play co-operatively with each other using their imagination saying 'Cinderella needs some help'. The children enjoy receiving praise throughout the day and they are keen to be involved during tidy up time. Children of all ages enjoy being independent as they make choices about what they want to play with. More able children put on their own coats and wellingtons to go outside to play.

Children are beginning to use technology and use information and communication technology to support their learning. More able children enjoy using the computer to explore a range of suitable programmes that support their problem solving skills. Younger children enjoy using a range of push button battery operated toys to make noises and music. Children explore problem solving through the use of various resources. This includes using the weighing scales during baking activities to measure out ingredients to make fairy cakes. Children explore counting as they count by clapping up to 14 times which represents the date of the month.

Children explore colour, texture, shape and form in two and three dimensions. They mix paints to make their own pictures and they glue sand to paper when exploring the theme of holidays. Children also enjoy playing in the sand tray, scooping and making sand castles with buckets. The children are beginning to understand that people have different needs, views, cultures and beliefs. For example, the children explore Chinese New Year by making three-dimensional dragon heads during creative activities. They also explore Diwali, looking at Mendi patterns and making Diwali cards. Children enjoy eating mild curry as part of their learning about the world around them. The children play with a range of resources that positively reflects diversity. This includes playing with various dolls and small world people and looking at books depicting various cultures and also people with disabilities.

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?	2
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

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- for every eight children for whom the childcare is provided, at least one person who has attained the age of 18 cares for such children (Welfare of the children being cared for)

15/05/2009