

Kelton Nursery and After School

Inspection report for early years provision

Unique reference number EY372052
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Inspector Jean Evelyn Thomas

Setting address Kelton Nursery, Park Avenue, Mossley Hill, LIVERPOOL, L18 8BT
Telephone number 01517 245 802
Email keltonnursery@hotmail.com
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

Kelton Nursery and After School opened in 1986. It was re-registered under new management in 2008, and run by the committee of Kelton day nursery, a non profit making organisation with charitable status. The provision is situated in the Mossley Hill area of Liverpool and primarily serves families living in and around the local community. The nursery operates Monday to Friday from 08.00 to 18.00, and the after school from 15.00 to 18.00 term time, and from 07.30 to 18.00 during the holiday play schemes. It provides an all year round service with the exception of bank holidays and a week at Christmas. Children use 13 rooms for their care and activities. All children share access to a secure enclosed outdoor play area.

A maximum of 152 children aged from birth to under eight years may attend at any one time of whom no more than 102 may be in the early years age group. A maximum of 61 may be under three years, and of these, not more than 34 may be under two years at any one time. The service is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the child care register. There are currently 102 children on roll on the Early Years Register. Older children attend. The setting supports a number of children with learning difficulties or disabilities and for whom English is an additional language.

The setting employs 39 staff to work with the children of whom 33 hold recognised early years qualification. There are seven members of staff who hold the Foundation Degree in early years practice. Additional staff are employed for cleaning, administration, gardening and cooking. Staff receive support from Sure Start Services of Liverpool Children's Services and an early years teacher advisor. They are a member of the National Day Nursery Association and have achieved a Quality Counts Award. The after school provision is affiliated to '4' Children'.

Overall effectiveness of the early years provision

Overall, the provision is satisfactory. Children make progress within the Early Years Foundation Stage (EYFS), in the supportive environment where assessment and planning procedures are developing. Inclusive practice is a key strength within the setting. Children's welfare is safeguarded although some procedures are not fully secure. Effective partnerships are maintained with parents and other agencies. Links with other providers within EYFS are evolving. Management are strongly committed towards continuous improvement and respond positively to change.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children procedure includes informing Ofsted if an allegation is made against a member of staff and that this part of the procedure is made available to parents
- ensure observations and assessments are used to plan for individual

children's next steps in learning and development to support their progress towards the early learning goals

- gather more information from parents about what children can already do and know when they start to inform the initial planning across the six areas of learning.

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

- ensure a daily record of the children's hours of attendance is maintained and prepare a written complaints procedure (also applies to both parts of the Childcare register).

14/07/2009

The leadership and management of the early years provision

The nursery has re-registered under new providers although it has been established for many years. A number of the staff are long term employees which significantly contributes to continuity of care for the children. The committee and management strive to continually improve the overall quality of care and education. Systems for monitoring and evaluation are in place. These are currently being improved to more effectively identify the strengths and weaknesses of the service, such as involving the whole staff team in the process. The staff attend regular training and are committed towards continuing their professional development. For example, two members of staff are working towards achieving Early Years Professional Status. Plans to improve the very large outdoor area are in place to further enhance play and learning opportunities for children within the enabling environment.

Thorough recruitment and employment procedures are in place to ensure suitable persons are employed to work with children. Most of the required policies, procedures and documents are available and are reviewed to ensure that they meet requirements. However, there are omissions in the maintenance of the children's attendance record as it does not always detail their hours of attendance and there is not a written complaints procedure. These are breaches of the requirements. There are also gaps of information in the child protection procedure to ensure the correct procedure would be followed to protect children from harm.

Inclusion is strongly promoted throughout the setting. Positive attitudes towards diversity and difference ensure that children and families feel included, safe and valued. Staff seek ways to overcome barriers to promote an inclusive environment and develop children's enjoyment and freedom of movement within the indoor and outdoor environment.

The ethos of the nursery is to work in partnership with parents. This is successfully achieved through many effective systems being implemented including the monthly surgery session when parents have opportunity to meet with a

representative from the committee. Children's well-being and continuity of learning is promoted through the key person systems and the two way sharing of information. Information is obtained from parents when new children start about their welfare needs, which are followed to help children feel emotionally secure in their new environment. However, children's starting points regarding their learning and development are not established to inform the initial planning. Parents receive quality information about the service and the events of their child's day. Children's progress records are available to parents at all times and they are invited to contribute to the observation, assessment and planning process. Formal parents' evenings are organised to share and review all records. Parents comment that they are very happy with the service provided. Links are being established with children's other providers within EYFS to promote the integration of care and education for individual children.

The quality and standards of the early years provision

The management demonstrates a clear commitment to promote all the five outcomes of the every child matters framework. Staff have an understanding of the EYFS and its underlying principles, systems to implement these are continuing to evolve. Observation and assessment are carried out by staff however these are not being consistently used to plan for children's next steps in learning and development. Some of the planning for individual children is not clearly linked to the framework to plan challenging and purposeful experiences supporting their progress towards the early learning goals.

Children have a strong sense of belonging within the nursery where they develop friendships and learn to be part of a social group. The organisation of resources provides a balanced range of play opportunities for all ages of children, within the indoor and outdoor environment. Resources are organised to promote children's confidence and independence, for example, low-level sand trays and storage boxes. Children are offered opportunities to extend their experiences with time to explore, practise and apply their learning. In line with the principles of the EYFS children enjoy the outdoor environment on a daily basis. The outdoor facilities provides opportunities for playful learning. Children learn how to care for themselves as they dress appropriately for the weather. Babies benefit from their own outdoor area which is directly accessed from their room. In the garden children are creative as they use water and large paint brushes in their imaginative play to paint the playhouses. Under the shade of the gazebo the toddlers use role play resources to make connections with their life experiences, such as talking on the phone and making cups of tea. There is a large digging area where children make discoveries about the natural world. They also uses this area for a den as their play ideas develop. Children pursue energetic play and develop their spatial awareness as they run around enjoying the sensation of movement, kick and throw balls and peddle a range of riding toys. They climb and balance on the large tyres further prompting their coordination. The older children are growing their own vegetables, they take responsibility to care for the plants. The children are regularly taken on walks or visit places of interest, in the nursery's mini bus, to learn about the world around them. Children develop technology skills from a young age having access to interactive toys and computers which supports their

future economic well-being.

Children are confident communicators. Music, language and communication skills are promoted as children join in lively action songs, share news or stories. The mobile book library has recently started to visit the nursery which increases further increases children's opportunities to enjoy books. Older children participate in Spanish language sessions which further supports communication skills. Letter sounds and numbers are regularly reinforced in daily activities. Staff spend time singing, chatting, making facial expressions to stimulate babies and to provide them with the basis for their language development.

Positive attitudes are promoted towards diversity to help children to value aspects of their own and other people's lives. This ensures that children and their families feel included, safe and valued. Linguistic diversity is valued, staff seek guidance and key words from bilingual families or where English is an additional language. The children's behaviour is good. Staff share warm relationships with children and present themselves as positive role models for children to mirror behaviour.

A healthy lifestyle is promoted throughout the setting with daily outdoor activities to ensure that children benefit from regular exercise and fresh air throughout the year. Effective hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Children are involved in activities to learn about healthy eating, such as, growing vegetables. Nursery menus consist of balanced and varied meals that are cooked on the premises each day. Meal times are relaxed, social occasions, where staff and children sit together to eat and enjoy each other's company. Risk assessments are in place and safety issues are addressed with areas checked on a daily basis to identify potential hazards.

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.	2

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?	2
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

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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:

Not Met (with actions)

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:

- take action as specified in the Early Years section of the report. 14/07/2009

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

- take action as specified in the Early Years section of the report. 14/07/2009