

Kalgarth Grange Nursery

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kalgarth Grange Nursery was registered in 2004. The setting is privately owned by Kids Academy Nursery Group and operates from a two storey building situated in the Woolston area of Warrington. Children are cared for within five rooms located on two floors accessed by stairs. There are secure areas available for outdoor play. A maximum of 117 children aged from three months up to five years old may attend the setting at any one time. The setting is open five days a week from 7.30am to 6.00pm all year round. The registration allows for children aged five years old up to eight years old to attend after school or in school holidays, although this condition is not presently being utilised.

There are currently 169 children on roll, aged from three months up to four years old. All of these are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The care offered to children who are aged over five years old up to eight years old is registered by Ofsted on the Childcare Register. The setting is not currently supporting any children with special educational needs and/or disabilities or children who speak English as an additional language.

The setting employs 25 members of staff, including the manager. No members of staff have Early Years Professional Status or Qualified Teacher Status. There are 19 staff who are qualified to level 3 in early years and two staff are qualified to level 2. The remaining three staff are working towards a recognised early years qualification. In addition, the setting employs a cook. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully supports each child to make good progress in their learning and general welfare. Well organised and competent managers and staff organise the environment, resources and daily routines, so that every child's needs are met. Safeguarding procedures are robust and information exchange with parents is thorough. The setting has a good capacity to improve, evidenced by actions taken following previous complaints and inspections, ongoing training programmes and the use of self-evaluation forms to target improvements where they have most impact.

What steps need to be taken to improve provision further?

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

- enhance key working to create more genuine bonds with individual children and families to maximise children's progress and ensure that their individual needs are best met

- ensure that all staff understand how to implement the curriculum throughout the routines of the day, so that each child's progress is individually observed, summarised and planned for, making full use of starting points assessments, room move progress summaries and individual next steps plans
- following parental agreement, implement more effective two-way partnerships with other involved providers and agencies to ensure equality of opportunity and continuity of care for individual children.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is a high priority. Security to the garden and building is good, supported by closed circuit television and key pad combinations to the entrance doors. Risk assessments are comprehensive and used to ensure both day to day safety in the building and when out on trips. Robust daily registration and handovers between staff, ensures that children's day to day needs are taken into account and met by staff who adopt safe and hygienic practices throughout the day. The vetting of staff is robust, as is ongoing training in safeguarding, child protection and first aid and ensuring that staff continue to be suitable. The setting is competent and up to date, using regularly reviewed procedures, both for emergencies and for day to day accidents, medication administration and behaviour incidents. Complaints are properly documented and managers have a good understanding of what must be informed to Ofsted.

Managers lead and motivate staff well, so that all adults share the vision for continuous improvements. In-house training, regular meetings, one-to-one support and opportunities to undertake further professional childcare training, enables everyone to adapt the environment and their practice to better meet the individual needs of children. The continuous provision of resources, so that children can choose what interests them and receive support from staff as they do so, has improved the outcomes for children. Plans to improve the outdoor provision are well focused to ensure that children can be active, healthy learners. Resources are diverse and home rooms have space, comfortable furniture and flooring for children to feel secure. However, daily routines and staff deployment does not facilitate key workers to spend as much time as possible with their key children. This holds back the strength of bonds between them and opportunities to know and provide for each child's progress. In addition, systems for observation, evaluation and planning are insufficiently linked to individual children and the child's progress record is underused to provide day-to-day evidence of progress and summaries of next steps plans, which staff and parents can use together to celebrate and continue children's development.

Partnerships with parents are strong. Registration and settling in processes are good, although the completion of developmental checklists by parents when their child starts is not always helpful. There are ongoing careful, regular and detailed exchanges between the nursery and parents. For example, there are weekly newsletters, daily handovers to communicate individual children's needs to all room staff, daily feedback sheets and regular information containing ideas for worthwhile activities at home. Parents are notified when their children are moving

up to the next room and bi-annual parents' evenings, with progress reports are given. The levels of satisfaction of parents seen at inspection are high. However, parents do not regularly see and contribute to their child's record of development.

Links with the schools to which children move up to are good. Reception teachers from a number of schools start to get to know children at the nursery and make use of staff comments and developmental records to ease children's transition to school. Children also all have good access to positive images of other cultures and activities, which helps them to understand diversity. However, staff and managers are not proactive in forging good links with specialists and other childcarers involved with particular children and families. They do not seek out advice or work jointly with others involved if parents do not lead this. As a result, the care for children in particular need because of family circumstances, health, behaviour, or cultural reasons takes only satisfactory account of the knowledge, advice and input of others.

The quality and standards of the early years provision and outcomes for children

Children develop independent, active learning and self-motivation in the enabling indoor and outdoor environment. Children confidently move freely and safely between their play areas and choose their own activities, as they learn to make their own decisions. Babies and toddlers are warmly supported by staff as they investigate and tentatively grasp accessible items or learn to control their movements. Areas are organised to create communication friendly spaces, such as comfy settees or cosy, quiet areas. Resources include a varied selection of recycled items, natural materials and everyday objects to enhance play opportunities. Children across the age ranges are offered numerous opportunities to experiment with different sensory materials. For example, toddlers use all their senses as they investigate paint. Older children enjoy role play games where they measure, weigh and mix flour and water to make dough.

Staff observe children as they play and identify next steps in learning for groups and individual children. These are used to inform future planning. However, staff training is ongoing and consequently, practice is variable and some staff lack confidence because they have not fully grasped the underlying principles of the observation and assessment cycle. Systems are regularly reviewed and amended to promote consistency and continuity for children. Starting points are established in a shared document and discussion with parents, but they are not used effectively as a baseline for children's learning and development. Children's individual profiles provide a record of their learning journey in photographs, work examples and observations. Planning procedures are evolving to maintain a clear view of the learning journey for all children. Children's preferences and interests are identified to inform planning and spontaneous opportunities to extend learning are explored.

A healthy lifestyle is actively promoted throughout the setting. Well organised outdoor areas ensure that most children benefit from some exercise and fresh air on a daily basis throughout the year. Good hygiene practices are actively promoted

and incorporated into the daily routines to encourage children to care for themselves. Menus are displayed for parents and children's individual dietary needs are respected. Older children develop an awareness of healthy options in food tasting sessions or helping to grow flowers and vegetables in the garden. Most meal times are relaxed, social occasions, where staff and children share information and enjoy each others company. Independence skills are actively promoted when children help themselves to a drink of water or follow a sequence of photographs to help them to put on their own coat. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. Outings and visits from significant people within the local community, such as fire or police officers, provides memorable opportunities to learn how to respond to hazards and dangers.

Toddlers are beginning to consider the consequences of their actions and they are learning to recognise different feelings and emotions. Babies respond positively to familiar staff through trusting, safe and secure relationships. Children are generally well behaved as they are encouraged to share, take turns and play together cooperatively. They develop a strong sense of ownership, as they learn songs and the daily routine for circle time or the tidying up and work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being, as they learn to solve problems together and develop a strong awareness of the wider world and their local environment on walks to the library or the duck pond.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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