

First Needs Kindergarten

Inspection report for early years provision

Unique reference number	EY266403
Inspection date	16/07/2009
Inspector	Karen Cooper

Setting address	91 Lea Village, Birmingham, West Midlands, B33 9SG
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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).

Description of the setting

First Needs Kindergarten opened in 2003. It operates from the ground floor of a former converted doctor's surgery. It is situated near to the main high street, in Kitts Green, Birmingham. There is a fully enclosed outdoor area available for play. The premises are accessible to all users. The nursery serves the local and surrounding areas.

The nursery is registered to care for a maximum of 28 children at any one time. There are currently 33 children on roll, all of whom are within the early years age range. Children attend various sessions. The nursery is registered on the Early Years Register. Opening times are Monday to Friday from 07.30 to 18.00 except for bank holidays. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of staff including the manager, of whom seven hold an appropriate early years qualification. One member of staff is working towards a recognised childcare qualification. The nursery receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy, settled and have formed good relationships with each other and staff. They enjoy participating in a range of activities that help them to make progress in their learning and development. The uniqueness of each child is recognised and all children are valued and made to feel welcome at the setting. Positive relationships with parents and other professionals are fostered in order to identify and meet children's individual needs. Documentation is effectively organised and stored securely to maintain confidentiality, although some systems, policies and procedures require further attention. Staff have implemented effective systems to identify the setting's strengths and weaknesses in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure children's full name is recorded on all documentation with specific regard to consent for outings and attendance records
- obtain written consent for all medication before being administered to children
- ensure the necessary steps are taken to prevent the risk of infection
- obtain written consent to carry out observations on all children in attendance
- develop further systems for the evaluation of activities to ensure children make progress towards all areas of learning.

The leadership and management of the early years provision

Staff work effectively together as a team and keep their knowledge up-to-date by attending training including first aid, food hygiene, Early Years Foundation Stage (EYFS), health and safety and behaviour management, demonstrating a commitment to their roles and responsibilities. Effective recruitment procedures ensure that staff are appropriately vetted and qualified. Children are grouped according to age and staff operate a key worker system to ensure children's individual needs are appropriately met. Management have implemented effective systems to monitor and evaluate the quality of the provision using the online Ofsted self-evaluation form. Staff demonstrate a positive attitude towards improvement; as a result, they have addressed the actions and recommendation raised at the previous inspection.

Staff have a sound knowledge of safeguarding procedures and are fully aware of their responsibilities to protect the children in their care. Children are cared for in a bright, welcoming environment and security within the nursery is robust, as all exits are kept locked and an intercom and security camera system enables staff to ensure that unwanted visitors do not gain access to the setting or present a risk to children. Regular visual and written safety checks are completed on the premises to ensure children's safety is promoted.

Partnerships with parents are open and friendly and information in relation to the setting and children's well-being is shared through daily informal discussions, written daily logs, parent evenings, children's individual folders, scrap books and a range of written policies and procedures. However, some documentation including consent forms for outings and the attendance records do not include children's full name to ensure children's safety is fully protected. Staff understand the value of working in partnership with support workers and local schools in which the children attend to ensure that relevant information is shared between both parties.

The quality and standards of the early years provision

Staff plan a range of interesting and stimulating activities to ensure children enjoy their stay at the nursery. They are aware of children's interests, likes and dislikes and through observation and assessment systems, staff are able to identify children's learning priorities. However, activities are not sufficiently evaluated to ensure children make progress towards all areas of learning and consent from parents is not obtained to carry out observations on the children. There is a good balance between adult-led and child-led activities and toys and resources are placed at low-level around the individual rooms to ensure children can gain independent access. All staff interact positively with the children as they encourage them to pursue their own interests and make choices within their play. Babies particularly enjoy using musical instruments, shaking bells and castanets as staff sing familiar nursery rhymes such as 'Twinkle twinkle little star' and 'Wind the bobbin up'. Older children enthusiastically join in with racing games and competently use the larger outdoor play equipment. Several children happily water the plants that they have planted including carrots, cabbages and runner beans.

Children also enjoy a variety of craft activities including painting, cooking and collage. Outings are offered as part of the planned activity programme to places of interest and enjoyment including the garden centre, adventure parks and shops.

Staff act as positive role models and children are encouraged to have good manners and show respect for each other. Children are beginning to develop an understanding of diversity through a range of books, toys and resources and staff encourage positive, open discussion about each others' similarities and differences. Children learn the importance of personal hygiene through daily routines and are provided with liquid soap, paper towels and individual flannels. However, children's health is not fully protected as procedures with regards to accidents as a result of potty training are not sufficient to ensure the risk of infection or cross-contamination is reduced. Children learn about fire safety and know the procedure for evacuation in an emergency. There are effective procedures in place to care for children who are ill, which are shared with parents. However, prior written consent to administer all medication is not obtained from parents to ensure children's well-being is fully protected. Children enjoy a varied range of nutritious meals, and snacks and menus are prepared for parents to view. Drinks are readily accessible for all children to ensure they remain hydrated throughout the day.

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?	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?	3
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?	3

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