

QKS Meadowview Nursery Ltd

Inspection report for early years provision

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Inspector

Stephen Andrew Blake

Setting address

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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*.

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Description of the setting

QKS Meadowview Nursery Ltd was originally established in 1996 and has operated under its present name of QKS Meadowview Nursery Ltd since 2005. The nursery is located within its own grounds in Kendal, Cumbria. The nursery is registered on the Early Years Register. Children have access to the whole building except the kitchen. Children also have access to a large enclosed outdoor play area. A maximum of 20 children may attend the nursery at any one time. QKS Meadowview Nursery Ltd is open from 8.00am to 5.30pm each weekday for 51 weeks of the year.

QKS Meadowview Nursery Ltd has entered into partnership arrangements with local schools and child care providers. There are currently 39 children on roll and of these, all are within the early years age group. The nursery serves children from the immediate and extended areas.

QKS Meadowview Nursery Ltd is privately owned and managed and employs a total of seven staff including one domestic staff member. Six staff work directly with children and of these, all staff hold appropriate early years qualifications.

The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a thorough knowledge and understanding of each child's individual needs and promote all aspects of children's welfare effectively. They have established a strong partnership with parents and there are effective links with other childcare and education providers to ensure continuity of care. Staff have organised the learning environment effectively and implement robust systems for observation and assessment of children's progress under the Early Years Foundation Stage. Staff promptly identify children's starting points and the next steps in their learning although staff have not established systems for planning a balance of adult-led and child-initiated activities and for monitoring the impact of teaching upon children's progress. Regular self-evaluation ensures that the provision has a good capacity to maintain continuous improvement and that priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- review the system of planning for children's learning and development to ensure that all areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities
- develop systems to monitor and evaluate the effectiveness of teaching in

- helping children to progress
- Review the information given to parents about children's activities and routines, with regard to the agreement for contact with the nursery pets.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding. Policies and procedures necessary to safeguard children's welfare are well-written and implemented effectively by all staff. Vetting procedures ensure that all staff working with children are suitable to do so. Documentation relating to children's individual needs and care routines is well-maintained and reflect a high level of confidentiality. Written risk assessments are robust and comprehensive across the provision.

Staff are well qualified and work effectively together as a team. They are clear about their roles and responsibilities and have a strong commitment to continual professional development. Staff have a good understanding of the setting's strengths and weaknesses and have established an effective system of self-evaluation. For example, staff have recently re-organised the children's home corner in response to their observations of how children use this space. This improves outcomes for children.

Staff have a good partnership with parents. Parents are fully valued as partners and are confident in the ability of staff to meet the individual needs of their child. They report a secure and loving relationship between children and the dedicated staff. Staff understand children's home circumstances and provide appropriate and sensitive support whilst maintaining a high level of confidentiality. The key person system is effective and parents know who to go to if they have a concern. Written questionnaires are used effectively to identify parents views and staff act upon the feedback received. For example, staff have arranged a weekly gardening club for parents and their children in response to parental requests for further involvement. This fosters a good partnership with parents and improves outcomes for children. Staff provide parents with written policies and procedures and a good range of information about children's learning and development. They have obtained a generally good range of written consents relating to children's activities and routines although they have not obtained written agreement for children to have contact with the nursery pets. Staff have established effective links with other childcare and education providers to ensure that children's needs are met and there is continuity in their learning.

Staff promote inclusion effectively, for example, by displaying signs and familiar words in different languages and positive images of cultural diversity and disability. This helps to give children and families a sense of belonging and of being valued. Staff have a good understanding of inclusion and have organised the available space very well to ensure that each child is fully included according to their ability and stage of development.

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

Staff have created a calm and welcoming environment. The outdoor environment is very well organised and staff use this area well. This has a positive impact on children's sense of well-being and supports all aspects of children's development. For example, children work together to fill and move wheelbarrows and learn how to care for animals as they feed the rabbit and Guinea Pig. The indoor environment is well designed and has recently been re-organised as a result of an ongoing staff evaluation into the impact of the environment upon children's learning and development. Children work together as they pour and fill a range of containers in the sand area and co-operate with each other to complete tasks on the computer. This supports children's learning and development across all areas of the Early Years Foundation Stage.

Staff ensure that resources are accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, as one child initiates an imaginary journey staff ask questions relating to the chosen destinations, involve other children in being passengers and issuing tickets and facilitates a group discussion about previous journeys that children have made. This supports children's learning and development well. Staff have a secure understanding of the Early Years Foundation Stage and have established an effective system of observation and assessment of children's learning. An effective key person system ensures there are efficient methods for identifying children's starting points and that staff clearly understand the next steps in children's learning. Plans are detailed and regularly reviewed to ensure that children access a good range of stimulating resources across all areas of learning throughout their day. However, they do not show how staff plan for a balance of adult-led and child-initiated activities and staff have not implemented a system to monitor the impact of teaching upon children's progress.

Staff have a loving and caring relationship with children who form strong attachments to adults and other children within the nursery. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Children are particularly responsive to the WOW system of recognising their achievements and this is used continually between the nursery the child's home. This develops consistency in valuing children's positive behaviour, promotes children's self-esteem and enhances an effective partnership between parents and staff.

Children enjoy their time at QKS Meadowview Nursery Ltd. They take pleasure in listening to stories and are creative in their play, for example, when engaged in role-play in the home corner and creating pictures with a good range of craft resources. Staff support children to use a wide range of equipment and tools safely, for example, as they use a knife to cut an orange at snack time.

Children understand how to keep themselves safe from harm by listening to staff talk about how to stay safe in the setting and on outings. Staff have established

appropriate systems to help children stay healthy by explaining the importance of hand washing and good personal hygiene. Staff provide children with healthy snacks and meals according to their individual needs and drinks are accessible throughout the day. Younger children are developing independence and contribute towards the welfare of others as they help staff to clean up at the end of an activity. Older children are independent in their self care skills as they put on waterproof clothing and Wellington boots before going outside in the rain. All children are developing skills that will contribute to their future economic well-being as they use information and communication technology, grow their own vegetables and visit the local library to support their learning.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events from around the world. They access resources that reflect positive images of people from different cultures and with physical disabilities. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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