

# Abkats

Inspection report for early years provision

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<b>Unique reference number</b>	224025
<b>Inspection date</b>	01/10/2009
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<b>Setting address</b>	The Bungalow, Catherton, CLEOBURY MORTIMER, Kidderminster, Worcestershire, DY14 0JH
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<b>Email</b>	
<b>Type of setting</b>	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.

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## Description of the setting

Abkats Nursery is privately owned and managed. It was registered in 2000 and operates from premises in Catherton Common, Worcestershire. The premises are easily accessible. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am until 6pm for up to 52 weeks of the year, except for public holidays. The setting serves both local and surrounding areas.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. There are currently 27 children aged from two to under five years on roll, some in part-time places. The nursery also provides care for school age children. The nursery currently supports children with special educational needs and/or disabilities and has strategies to support children with English as an additional language. The nursery maintains close links with the local schools and with other Early Years Foundation Stage providers. The nursery is in receipt of funding for early education.

The nursery employs six members of staff, four of whom hold appropriate early years qualifications. One member of staff is working towards a Foundation Degree in Early Years. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides an inclusive and welcoming environment, where each child is valued and every effort is made to meet their individual needs. Children make good progress in their learning and development as they enjoy being with the attentive, caring staff who observe them closely to be well aware of their individual needs and interests. The strong partnership with parents and carers is a key strength while links with other providers and agencies contribute significantly to ensuring that children receive the support they need. All requirements of the Early Years Foundation Stage (EYFS) are in place, supported through appropriate policies and procedures which are effectively implemented by staff. Continuous self-evaluation ensures that priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of families.

## What steps need to be taken to improve provision further?

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

- extend the process of evaluating the quality of the provision and its impact on outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

The nursery offers a flexible service in which children are suitably cared for by a team of caring, committed staff. Robust policies and procedures, including the recruitment and vetting of staff, ensure that only suitable adults have access to the children during their time in the nursery. Security is a priority and staff challenge unknown visitors. Children are fully protected as staff have a secure understanding of the safeguarding procedures, working closely with relevant agencies should there be concerns regarding any child in their care. Staff ensure that children are very well supervised at all times, with the layout of the premises making this easy to do. Thorough risk assessments are used effectively to identify and minimise potential hazards within the premises, during regular activities and outings into the local community.

Inclusive practice is promoted so that children's welfare needs are suitably met and they make good progress in their learning and development. Policies and procedures are consistently implemented to promote equality and eliminate discrimination. Children's family backgrounds are valued and staff sensitively promote their understanding of the society they live in. Children are well supported to contribute to the life of the community, for example, by contributing to the flower and Christmas tree festivals and singing at a community event. The nursery deploys its resources well so that all children make good progress in relation to their starting points. Staff ensure that all areas of the premises are utilised to provide children with ample amounts of play space. The outdoor area adjoins the premises and therefore is used constantly. Children are encouraged towards independent access of age-appropriate activities and equipment by their careful positioning, with only those items that require greater supervision restricted. For example, many toys and books are within easy reach. However, focussed activities, such as baking, are often done by taking turns in small groups at the table to allow them time and space to explore the activity in safety. The nursery is committed to sustaining available resources, for example, by using natural materials and recycling packaging for modelling. Adults are well deployed so that children's personal care is the responsibility of their key persons wherever possible. Their professional development is continually promoted and has good impact on plans to further improve the provision. For example, the nursery has plans to further extend the range of information communication technology equipment.

The owner effectively shares her high ambitions for the nursery and successfully implements improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of professional advisors, staff, parents and children. Recommendations raised at the previous inspection have been robustly addressed in terms of outcomes for children. As a result, a system has been devised for monitoring the effectiveness of learning and of challenges set for children, arrangements for ensuring children's safety when playing outside are robust and the documentation available to parents has improved. Additional improvements include the development of a wooden pergola in the outdoor learning environment. The formal process of recording the self-evaluation is still in progress although as yet it is not always linking to the

outcomes for the children. The owner is aware of this being a live document that will change and expand as the practice continues.

New families are made to feel very welcome with settling in sessions tailored to their needs. All necessary information is gained about individual children through regular updates to their details, such as information concerning allergies as they grow and develop. Parents are provided with good quality information about the provision and their child's experience within it. Staff take time each day to talk to parents to find out what they want their child to achieve at nursery. The nursery has strong established links with other providers in the area, and with specialist workers whose advice is sought for those who need additional support.

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

Children obviously enjoy their learning and achieve good standards. The child-centred environment fosters their natural curiosity and, together with the positive effect of staff's skill and enthusiasm, encourages them to develop a desire to learn. Children's learning needs are very well supported through individual plans which show their next steps and then link back into the main planning. These plans are completed daily so that staff can reflect the immediate learning needs continuing on from what children did the day before. Planned and spontaneous, purposeful play and exploration, both in and outdoors, with a balance of adult-led and child-led activities results in children being active learners, creative and able to think critically. Children access a diverse range of activities and take full advantage of the rural setting. They help care for the rabbit, tend to plants they are growing and take all areas of learning outside providing very good opportunities for those who learn better through physical activity. Regular assessments demonstrate clearly that all children are making good progress in relation to their starting points, with rigorous tracking in place to ensure this is across all areas of learning. Children have good relationships with adults who are good role models, which the children emulate, making for a harmonious atmosphere.

Children are very interested, motivated and involved in their play. They delight in the wonderful outdoor area and are eager to engage wholly in water play, obstacle courses and nature walks. Great delight is to be had when creating marks and patterns on the fence using paint brushes and water and washing outdoor equipment. Children take their caring roles very seriously as they tend to their vegetables, watering them copiously and checking their growth. They look at the wildlife around them and they are provided with books and charts to help identification. Children collect fallen leaves and sort according to size and shape and look to see what is living in the pond and under the stones. The children are challenged in their learning as they explore letters, numbers and shapes. Staff take opportunities to engage children in conversation about their work, for example, describing how they made cakes. They are encouraged to enjoy books and often join in with familiar parts of stories. There are many opportunities for children to explore mark-making and to express their own ideas using creative materials. Adults skilfully interact and use good teaching methods, including frequent use of open questions, including 'how will you', 'what would happen' that effectively

challenge children to think. Children demonstrate their skills to count in everyday situations and solve problems they set themselves, such as using a digger to fill a trailer to carry soil to another location in the outdoor area. Children's understanding of diversity, similarities and differences are promoted by activities such as the celebration of festivals and special events. Positive images are displayed around the nursery and children access equipment that represents a variety of cultures and people with disabilities.

Children's welfare is very well promoted. Children of all ages are comfortable about approaching staff for support with activities which shows they feel safe, such as to read a book together or when they are feeling tired. Staff reinforce their understanding of safety through activities such as a visit by the police, road safety role play and the practising of the fire drill. Children learn to adopt healthy lifestyles in the nursery through their excellent access to the outdoors, to a varied, healthy diet which includes fruit daily and constant drinks, which ensures they are well hydrated especially after outdoor play. There are high standards of hygiene for children, staff and the premises to reduce the risk of cross-infection. Children are polite and behave well as a result of their high levels of independent choice about activities and staff's response to their individual needs. The children have lots of opportunities to work together, developing collaborative skills, learning to share and take turns and thus develop skills for future.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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