



Kinderland Day Nursery

Inspection report for early years provision

Unique Reference Number	124972
Inspection date	18 January 2006
Inspector	Rebecca Elizabeth Khabbazi
Setting Address	1 Normanton Road, South Croydon, Surrey, CR2 7AE
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Registered person	Kinderland Day Nursery limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kinderland Day Nursery has been registered since 1995 and is privately owned. The nursery is located in a residential area of South Croydon within walking distance of South Croydon station and is well served by local buses.

The nursery is situated in a detached house and has sole use of the premises. There are four floors and a basement which accommodate 65 children. Children under 2 are based in three group rooms on the first floor, children 2 to 3 years are based in

one large group room in the basement and children 3 to 4 years are grouped in three group rooms on the ground floor. An outside area is available for outdoor play.

The opening hours of the nursery are 08.00 to 18.00, Monday to Friday all year round, closing for a week at week at Christmas.

There are currently 134 children on roll. This includes 27 children who are in receipt of nursery education provision. Children attend for a variety of sessions throughout the week.

There are 30 members of staff who currently work with the children, of whom 24 hold childcare qualifications at level 2 and 3 or above. There are 4 members of staff who are currently training.

The nursery receives support from an early years advisor employed by the local authority. They are part of a accredited quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children throughout the nursery enjoy a good range of activities and experiences that promote their well-being and contribute to a healthy lifestyle. They play outside energetically, running, peddling bikes and scrambling up the climbing frame, showing great excitement when they learn a new skill, such as how to use a foot catapult to make a ball spring high into the air. Older children join in with sports sessions enthusiastically, wriggling their bodies or jumping on the spot like a 'jelly' or a 'jumping' bean. Staff give praise for children's achievements and make the sessions fun. Children learn how their body feels after exercise and that they need to take time to cool down and have an extra drink of water.

Children learn about good personal hygiene practices through daily routines, such as when they wash their hands before meals and after using the toilet. Staff generally follow the nursery's clear hygiene procedures well, for instance wearing gloves when they change nappies and cleaning tables and floors thoroughly before and after meals. There are plentiful supplies of liquid soap and paper towels throughout the nursery. This all helps reduce the risk of cross-infection.

Children benefit from varied, nutritious meals and snacks that are freshly prepared on the premises and take into account their individual requirements. They begin to develop healthy eating habits when they choose fruit for their snack and have fresh vegetables for lunch each day.

Children's health is effectively protected because the majority of staff have completed first aid training, which means someone is always available to respond to minor accidents and injuries. Staff keep accurate records of children's health needs, any accidents they have and any medicine they have given them. However, parents do not currently sign the medication record to acknowledge the entry at the end of the

day. This means the record does not show whether they have been informed that the medicine has been given as requested.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming and very well maintained environment. They show a sense of belonging when they find their peg in the morning or know which is their playroom. Children choose from an excellent range of good quality toys and resources that are organised to create an inviting, stimulating play environment.

Children's risk of accidental injury is minimised by effective procedures to identify, monitor and address any potential hazards. Staff are vigilant about supervising children throughout the building, and diligently follow clear procedures for ensuring children are only collected by authorised adults. Safety and security precautions such as the intercom door entry, closed-circuit television system, safety gates, radiator covers, and the safety surface in the garden, all contribute to children's safety and well-being.

Children's welfare is safeguarded because there is a programme in place to ensure all staff receive child protection training. This means staff know what to do if they are worried about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery have good relationships with staff, which helps them settle quickly and grow in confidence. Children all take part in a varied routine throughout the day, which keeps them busy and interested, and helps them achieve well.

Babies and toddlers receive lots of cuddles and attention from staff, and benefit from routines which are consistent with their experiences at home. They explore suitable play materials and resources on their own or with staff, enjoying cuddling up to look at a book or listening to staff singing a song. Mobile babies show pleasure when they crawl into an enormous box and out the other side, or manage to get up the steps to the little slide and slither down. Older toddlers grow in independence, choosing from activities set out on tables and spending time drawing, making things and enjoying sand and water play. They giggle and squeal with excitement as they roll around in the soft play area or join in with activities outside.

Staff use the Birth to Three Matters framework to plan activities for all of the younger children, which helps them experience a broad and balanced curriculum that is appropriate to their stage of development. There is a system for making observations of children's progress, but these are not used consistently to identify next steps for children or to inform activity planning. This means that currently activities do not necessarily build on children's existing skills and interests.

Nursery education

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation stage curriculum and the expectations for children's learning. They provide a good variety of activities and experiences for children, that help them make steady progress in all areas of learning. Children come in to the preschool confidently and are keen to take part in activities.

Children are keen to communicate, and they use language well to talk about their ideas and experiences. They use writing materials in their play, for example when they take a member of staff's order in the Kinder Café, and older children write their name confidently, forming recognisable letters. Children show an interest in number when they count how many green animals there are in the bowl, and work out how many there will be if they find one more. They learn about shapes when they make round pizzas out of play dough. Children enjoy listening to stories, learning about number and having conversations during group times, but are not always able to fully develop these activities when they are grouped with younger children.

Children find out about the world around them through well planned topics, such as 'Around the World', 'Transport' or 'Under the Sea'. They use a globe to talk about the continents, what the weather is like in different countries and the clothes people wear. They plant cress seeds in damp tissue and discuss what the seeds will need to grow, carefully putting the cup on the window sill so they get some light. They explore, investigate and find out about the natural world through planned outdoor activities, such as measuring how much rain has fallen in a week by leaving pots out to collect it up, or looking at how the plants in the garden change throughout the year.

Children enjoy taking part in a music workshop, singing and moving their bodies along to the rhythm of the guitar. They use pens and crayons to draw pictures, selecting colours purposefully to create the sun or 'mummy's hair'. They use their imagination to make a meal in the Kinder Café, taking on the role of the waiter or the chef. They enjoy exploring and using a variety of media, such as play dough, sand, water, corn flour and paint.

Staff providing nursery education make observations of children's progress linked to the areas of learning within the Foundation Stage. As with children aged under 3 years old, these are not yet consistently used to identify future learning targets for children and to plan activities that build on what they already know and can do. For children receiving nursery education, this means that although they enjoy the activities provided and are busy and occupied throughout the day, the activities available do not always offer them enough challenge.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the nursery and valued as individuals. They begin to develop a positive view of the wider community when they learn about how people live, dress and eat in different countries around the world, make red envelopes for Chinese New Year, or help create a poster saying 'hello' in different languages.

Children are familiar with the daily routines and expectations of the nursery. They respond well when staff remind them why they need to share, or give them praise and recognise their achievements, such as when they have managed to line up very quietly. This helps children behave well, and fosters their spiritual, moral, social and cultural development.

Older children show increasing independence when they manage their own coats, hats or shoes when they go in the garden. They look after their own needs when they get a tissue to blow their nose or use the bathroom on their own. There are fewer opportunities provided for the older children to develop independence at meal and snack times, for instance by helping spread toppings on their bread or pouring their own drinks, or to choose their own resources and play materials during activity sessions.

Children throughout the nursery benefit from effective two-way communication between staff and their parents on a day to day basis, and the partnership with parents of children receiving nursery education is good. Staff prepare written daily reports for babies and young children, and are available to report verbally to the parents of older children at the end of the day. This helps children experience consistent care. Parents are kept up to date with events at the nursery through newsletters and notice boards, and are invited to regular meetings to discuss their child's progress and see their file.

Organisation

The organisation is good.

Children are cared for by suitably qualified staff who have been appropriately vetted due to effective recruitment procedures. Staff have a sound understanding of child development which helps them meet children's individual needs. Staff ratios throughout the nursery are good and patterns of working have been introduced that ensure children receive a good level of individual attention and are cared for by consistent staff that they know well throughout the day.

The leadership and management of the nursery education is good. The provider and manager work closely as a team and are committed to continual development and improvement. Staff throughout the nursery are supported to develop their skills and knowledge through on-going training. This has, for example, helped ensure that staff have a secure working knowledge of how to deliver a balanced Foundation Stage curriculum.

All required records, policies and procedures which contribute to children's health, safety and welfare are in place. Policies and procedures work well in practice, as there are effective procedures for keeping staff up-to-date both individually and through team meetings. Space, staff and resources are well organised throughout the nursery, creating a welcoming and stimulating environment where children enjoy themselves and are occupied throughout the day. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last childcare inspection, the nursery has updated its Child Protection policy so that it includes procedures to be followed if there is an allegation made against a member of staff. This means they will be able to take prompt action, should the need arise.

The nursery has also further developed the use of the 'Birth to three matters' framework for recording observations of children under 3 years old, and introduced sheets to record children's next steps. However, these records are not yet used consistently by all practitioners.

Since the last nursery education inspection, the nursery has reviewed how large story times are organised, and children now split into two smaller groups for this activity. They have also extended opportunities for children in the creative room, making sure they have a variety of activities to choose from.

Complaints since the last inspection

Since the last inspection, one complaint has been made to Ofsted. This was regarding the supervision of children following an incident involving a child being bitten, and how the nursery responded to parents' concerns. The issues related to Standard 6: Safety, Standard 12: Partnership with parents, and Standard 14: Documentation. Ofsted investigated and recommended that the nursery review their procedures to supervise children, ensure appropriate action is taken to respond to any concerns raised by parents, and make sure they notify Ofsted of all significant incidents, such as this one. The nursery has since reviewed its supervision and complaints procedures, and continues to monitor the supervision of children, including through the use of the CCTV system. There have been no significant events requiring notification to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the system for recording the administration of medicine, so that parents sign the record to show that they have been informed that the medicine has been given as requested
- further strengthen the link between observations of children and the planning of activities, so that information gained from assessments of children's progress is used to plan activities that build on what children already know and can do (also applies to Nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the grouping of children for smaller group activities, in order to consider ways of offering more challenge for older and more able children
- increase children's opportunities to choose their own resources and activities, and to practise self-help skills at meal and snack times

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