

KIDS Day Care Nursery

Inspection report for early years provision

Unique reference number	EY399397
Inspection date	11/01/2010
Inspector	Lynne Elizabeth Lewington
Setting address	Pebbles Children's Centre, Shakespeare Road, Popley, RG24 9BP
Telephone number	01256 462804
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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

KIDS Day Care Nursery was registered in 2009 and is based within Pebbles Children's Centre. The nursery operates from a purpose built nursery within the children's centre and a room within Chineham Park School on the same site. There is level access to the premises and access to a secure outdoor play area.

The nursery is registered on the Early Years Register to care for 28 children under five and of those only six may be under one year. Currently, there are 49 children on roll. There are eight members of staff, two hold Level 4 qualifications and are studying degree programmes, three hold Level 3 qualifications, two hold Level 2 qualifications and a qualified teacher is currently undertaking Early Years Practitioner Status.

The nursery is open for full day care, Monday to Friday from 8am to 6pm, excluding Bank Holidays. Parents can choose on an hourly flexible basis to use the nursery. A management committee consisting of KIDS directors and patrons is in place and a parent forum is being established to ensure the local needs of parents and children are met.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their play in this developing nursery where staff form good partnerships with other services, make good use of their available resources and encourage the children's awareness of healthy routines. Realistic achievable plans are in place for the continued development of the service, including improving the children's development records and employing a member of staff with the ability to speak the language of children who attend the setting. These plans will benefit the children positively, increasing opportunities for them to meet their individual learning potential.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) 29/01/2010

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

- improve strategies to help and encourage children with English as an additional language, use their home language when appropriate and ensure

- close teamwork between staff, parents and bilingual workers so that the children's developing use of English and other languages support each other
- improve the parents' notice board to enable easier access and provide information in languages relevant to the setting in addition to English to ensure parents understand the information available to them
 - improve the use of observations and development records to inform plans for the next steps in children's individual learning and development

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear awareness of safeguarding procedures. Policies support their role in protecting children and include the action they will take if allegations are made against staff. Child protection information is available for parents on the nursery's notice board in English. Whilst appropriate daily care is taken to ensure the environment is safe for children and detailed risk assessments are available for outings, an up to date risk assessment is not available for the current premises. Regular fire evacuations are undertaken ensuring children and staff can quickly evacuate the premises if necessary.

Positive partnerships with the children's centre, the language support service and the primary school are all welcomed and help to develop a coordinated service for children and their families within their local community. Parents are welcomed and a training event is planned which will encourage parents and staff to develop their skills and knowledge of Makaton together. However, parents cannot access the nursery's notice board easily and information is only available in English, although a high percentage of families are Polish. Therefore, parents may not fully understand the nursery's procedures and be able to fully contribute and share in the nursery education of their children.

Whilst all children are welcome and good care is taken to meet the needs of children with additional needs, children with English as an additional language do not have sufficient opportunities to share their language and culture with their playmates. The nursery is promoting the use of Makaton as an additional support for communication for all children.

The manager and her staff team have clear ambitions for the setting. They have started to self-evaluate and accurately identify strengths and areas for continued development. Robust recruitment procedures are in place ensuring appropriate staff are employed. The staff develop their skills and knowledge through short courses and training opportunities ensuring they continuously develop in their work role.

Good use is made of the all the available space both indoors and out in this purpose built environment enabling the children to enjoy their activity and rest. The age appropriate good quality toys and resources are easily accessible to the children enabling them to make independent choices in their activity.

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

Most children benefit from the variety of activities on offer enabling satisfactory outcomes for enjoying and achieving and skills for the future. They make choices in their play becoming independent learners and also benefiting from some planned activities. Children can move between the indoor and outdoor environment and good use is made of special occasions, such as the snow. The children learn from this experience as they dress warmly for their outdoor activity. Children enjoy the books and some ask adults to read to them in addition to looking at them independently and enjoying a group story time. However, children with English as an additional language do not enjoy the large group story time and seek their own entertainment. Children show increasing awareness of size and shape as they use the dough and develop dexterity as they use the tools to cut and shape it. Children enjoy the dressing up clothes and home corner as they act out experiences. Snack time provides a social, enjoyable occasion when the children develop their independence as they pour their own drinks, help themselves to snack and talk quietly together with the member of staff. Whilst observations of the children's activity is recorded, currently this is not used consistently to plan the next steps in learning and record clearly the children's ongoing developmental progress, although plans are in place for this to start using learning journals.

Most children are developing an awareness of safe behaviours through gentle reminders and good examples. For example, they are reminded not to run in the nursery and why. Most children relate well to the staff although language is a barrier on occasions. Children enjoy good quality healthy snacks of fruit and breadsticks with water or milk to drink, their lunches are stored in a cool cabinet to ensure they remain fresh. Children learn good hygiene routines such as hand washing and nose blowing which help to prevent the spread of germs and play in a clean and well maintained environment. Children are learning to consider others as they play, to accept disappointments gracefully, to share and take turns. Staff set a good example to the children encouraging the children to use good manners at all times.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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