



Jam Kangaroo Nursery

Inspection report for early years provision

Unique Reference Number	EY298560
Inspection date	03 November 2005
Inspector	Rachel Wyatt
Setting Address	The Southam Centre, School Street, Southam, Warwickshire, CV47 1PL
Telephone number	01926 813 815
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Registered person	Stephanie O'Kelly
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?

Jam Kangaroo Nursery registered in 2005. It operates from a self-contained building in the town of Southam in Warwickshire. All children share access to a secure enclosed outdoor play area.

A maximum of 71 children aged under 5 years may attend the nursery at any one time. The setting is open each weekday from 08.00 to 18.00 for 52 weeks of the year, closing for public holidays. There are currently 26 children on roll. Of these 2 children

receive funding for nursery education. Support is available for children with special educational needs, and for children who speak English as an additional language.

The nursery employs six staff of whom four have or are working towards an appropriate early years qualification. The setting receives support from an advisory teacher from the local authority. The setting is a member of the Pre-School Learning Alliance and is working towards their quality assurance scheme. The nursery holds a weekly morning play session which is open to parents, carers and children from the local community.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well cared for. Their individual care, medical and health needs are well known and relevant consents obtained. Effective arrangements are in place to ensure they are looked after properly and receive prompt treatment should they become unwell or have an accident.

Children learn about good hygiene procedures during self-care routines. They wipe their hands and faces on individual flannels, older children use the toilet area independently and nappy change routines ensure children are comfortable. Children also take part in activities which promote awareness of healthy lifestyles such as washing up items during water play and talking about their care routines at different times of the day.

Children enjoy regular exercise both indoors and outside. They use a range of physical apparatus and toys suitable for their age and abilities. Children move around, balance and climb with growing skill. Opportunities for older children to visit a nearby park introduces them to different balancing and climbing equipment. Children confidently handle varied wheeled toys and bikes. Children's rest needs are effectively met during quieter activities and during relaxed sleep-time routines.

Children are well nourished. They have regular drinks and enjoy varied menus for breakfast, lunch and tea. Children handle cutlery with growing control and eat well. Safe storage arrangements, effective stock control and food monitoring procedures are in place to support children's well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to explore their surroundings safely. Staff are vigilant about premises' security and supervise children well during play and routines. Children use and play with good quality equipment and toys that are age-appropriate and in good condition. Children are cared for and play in areas that are clean and safe. Staff ensure that circulation areas are clear. Toys and activities are tidied up between sessions and children like to help with these tasks.

Staff supervise children well but without inhibiting their independence. When using the stairs children know to hold onto the rail or an adult's hand. They use and store tools such as scissors safely. Staff remind children about sitting properly at meal times or at table-top activities. On walks children learn and apply basic road safety rules such as walking in pairs, stopping, looking and listening for traffic and using safe places to cross the road such as pelican crossings.

The nursery is proactive in safeguarding children. Effective collection procedures ensure children only leave with people nominated by their parents. Staff monitor children's well-being and discuss concerns with parents and, where appropriate, other agencies. Children are introduced sensitively to strategies to keep themselves safe from harm. Therefore on local outings they not only learn about road safety but understand the importance of staying by staff and not talking to people they do not know. The nursery's comprehensive child protection policy and local guidance is made available to parents. However some aspects of procedures for dealing with allegations against staff do not fully reflect local or national guidance. This compromises children's welfare in such situations.

Helping children achieve well and enjoy what they do

The provision is good.

Children aged under 3 years enjoy a wide range of well-resourced activities and experiences. They are settled and most of the time they are very busy. They like first-hand and sensory experiences, and are well catered for with opportunities to play with dough, sand, water and to join in various construction, music, art and craft activities. Role-play is very popular though at times the area currently used by toddlers and babies can become a little cramped so they cannot fully explore all the inviting toys and equipment in there.

Children are familiar with their surroundings. From a young age they can self-select many toys, particularly in the pre-school group where older 2-year-olds are based with 3 and 4-year-olds. This together with well laid out and resourced activities helps them to be independent and purposeful in their play for example in mark making, role-play and water play.

Adults and children share a warm rapport. Staff are actively involved in children's play and encourage babies and toddlers to try out the various activities. This gives children both confidence and helps them to concentrate so that by the time they join their older peers in pre-school, 2-year-olds are able to be purposeful and persevere. Planning and assessment procedures reflect the aims and ethos of the 'Birth to three matters' framework very well. Parents are kept well informed of their children's progress through daily feedback and opportunities to look at their child's attractive year book.

Nursery education

The quality of teaching and learning is good. Children are purposeful and resourceful. They quickly settle and become involved in a range of worthwhile activities. These are attractively presented and equipped. As a result children can help themselves to

toys and resources. They use these appropriately to support their learning and play, for example, selecting and trying out different items to use in the water or sand, or to refer to when mark making and drawing.

Children enthusiastically join in activities. They like to learn with their peers, working together to build a den or engaging in role-play in the shop and home corner. Staff join in to encourage children's ideas and involvement but step back to enable children to follow up their own scenarios. Children also concentrate and play well alone. They particularly enjoy activities where they can investigate and experiment with different materials such as play dough, wet or dry sand or water.

Children are making good progress with their recognition of letters and sounds. They readily practise letter sounds and they recognise their own names. Children enjoy mark making and are beginning to form recognisable letter shapes. During stories children listen carefully and join in discussions about different aspects. They use descriptive language and recall past events, encouraged by the adults' effective questioning and explanations. Children enjoy songs and rhymes.

Children are developing confidence in counting to five and sometimes beyond. They count in relevant contexts such as working out the number of cupfuls of water needed to fill different containers or to count steps they take in a game of 'What's the time Mr Wolf?'. They are beginning to match the correct numbers of items to a specific number under five. Children use mathematical language to describe size, weight and position.

Children enjoy making things and engaging in construction activities. They make dens, build with various construction toys, cut different materials and use glue and various collage items. They handle and use scissors well. Through discussions about the weather and days of the week children are developing an awareness of the affects of the seasons and the passage of time. They are also interested in information technology. Children use appropriate computer programmes to support their learning and are becoming more adept at controlling the computer mouse.

Children pedal and steer wheeled toys and climb and balance with increasing control. They move swiftly and confidently during outdoor activities and games. Children enjoy creative activities. They find out the different textures of dough and clay and use different materials to create collages and patterns. They make and use their own musical instruments and during Diwali they made diva lamps and created Rangoli patterns. Children are also very imaginative. They join in rewarding role-play, acting out different scenarios and often engage in sustained play with small-world figures and toys. During music activities and sound lotto games children distinguish between different types and levels of sound.

Relationships between staff and children are very good. Staff have a sound knowledge of the Foundation Stage and know the children well. Plans, approaches and methods are adapted to accommodate children's differing abilities. During activities children's awareness of different concepts and aspects of life are very well fostered by staffs' explanations and good use of relevant vocabulary.

Children's self-reliance and confidence are also promoted well. Staff create many

worthwhile opportunities for choice and child-initiated learning and play. Attractively laid out activity and play areas with plenty of accessible additional resources help children to be self-motivated. They select toys and resources to consolidate their ideas, to extend their play and sometimes as a point of reference. They enjoy the worthwhile topics and experiences planned for them.

Robust planning and assessment procedures ensure children are offered a balanced and interesting curriculum. Topics are relevant to children and consolidate and build on their experiences and skills. They also learn about aspects of other people's lives as celebrations, special events and outings are incorporated into each topic plan. Children's progress is monitored and assessed regularly. Staff collate a delightful individual record for each child which includes examples of their work, photographs and meaningful observations plus a summary of their progress relating to the six areas of learning.

Helping children make a positive contribution

The provision is good.

Children individual needs are well known and incorporated effectively into care, play and learning routines. Children play with toys, listen to stories and take part in activities which introduce them to aspects of other people's lives. Effective assessment procedures assist in the early identification of any concerns regarding children's development. Staff work with parents and other agencies to ensure children with special needs or with English as an additional language are given appropriate support and can contribute fully to activities.

Children are well behaved. They are busy and resourceful. In line with the setting's positive behaviour management policy, children are encouraged to be polite and from an early age they like to be helpful. They share and take turns. If they misbehave or are unkind to one another, staff intervene offering suitable explanations and encouraging children to apologise. Any significant incidents are recorded and discussed. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. There is a strong sense of community in the setting. Parents are warmly welcomed and the setting ensures they and other families in the community can participate in weekly play sessions, activities and special events. From the outset parents are well informed through good settling-in arrangements, involving visits to the nursery and receipt of a comprehensive welcome pack. Regular newsletters, displays and information on the parents' notice boards keeps them up to date with life in the nursery and other aspects of child care and early years. All policies are available on the parents' notice board.

Parents are encouraged to contribute information regarding their child's interests and development. Excellent assessment records throughout the nursery give parents a meaningful record of their children's activities and progress. Additional information in these records also provides parents with relevant helpful explanations about 'Birth to 3 matters' and the Foundation Stage. Parents are well informed about topics and activities and are able to contribute ideas and resources. The setting is introducing activities for parents to follow up at home for example to build on letter sounds' work

started in pre-school.

Organisation

The organisation is good.

The nursery's operational procedures, including robust systems for assessing and monitoring staff suitability, ensure children are well looked after. Children and families enter a stimulating and inviting environment. Staff are effectively deployed and activities are attractively laid out and very well resourced. Consequently children are well supported and have plenty of choice and variety. Occasionally the organisation of activities for children under 3 years results in some lack of involvement. Whilst their role-play area is inviting there is not always room for enthusiastic toddlers' sustained play. At times the arrangements for their story time and for setting up indoor physical play results in children becoming easily distracted.

The small management and staff team work well together. A well-organised operational plan is clearly linked to the National Standards and reflects the setting's practice. Managers take an active role in the life of the nursery and staff are familiar with their roles. There is a commitment to monitoring and evaluation to ensure good quality provision for children and their families. Improvements to the outside area are ongoing. The 'Birth to three matters' framework has been enthusiastically applied to planning and assessment for children under 3 years. This has increased staff's confidence and ensured plenty of rewarding first-hand experiences for younger children.

Documents are well organised, securely stored and used effectively to maintain children's health, care and learning needs. Policies are readily available for parents to see. Most policies reflect current legislation and regulatory requirements with some minor inconsistencies to the child protection policy and complaints procedures.

Leadership and management of the nursery education provision are good. The effectiveness of the management and staff team has a positive impact on children's learning. Staff are very able and have a sound understanding of the intentions of the Foundation Stage. Children thrive in the well-organised, inviting learning environment and benefit from the adults' skilful support and teaching. Resources are exciting and stimulating. They help children to be resourceful and self-motivated.

Effective planning and well-organised worthwhile activities ensure children have a broad, balanced curriculum. The lack of a formal special needs' recording system for the nursery compromises monitoring of children's special educational needs. However, in other respects procedures for assessing children's progress are exemplary. Assessments and evaluations of plans are a valuable part of the nursery's varied monitoring procedures, and are also used to inform future curriculum plans. Overall the provision meets the needs of all children attending.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since the nursery's registration.

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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The quality and standards of the nursery education are good.

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):

- review the layout of the younger children's role-play area and ensure their whole group activities are age-appropriate
- review the child protection policy and complaints procedures to reflect current practice.

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):

- develop further the staff's knowledge and the systems for assessing and monitoring the progress of children with special educational needs.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk