

# Kirklands Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	314119
<b>Inspection date</b>	03/03/2010
<b>Inspector</b>	Julie Morrison

<b>Setting address</b>	8 Bede Road, Barnard Castle, County Durham, DL12 8HD
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<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Kirklands Nursery was registered in 1984 and is owned and managed by a private individual. It operates from the ground floor of a three-story building close to Barnard Castle town centre. The nursery is open each weekday from 7.45am until 6pm all year, except for public holidays and Christmas fortnight. The nursery is registered on the Early Years Register to care for up to 20 children aged from two years. They currently have 40 children in this age range on roll. The nursery also offers out of school care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The owner and manager employs three members of staff, all of whom hold an appropriate qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides all children and their families with an extremely welcoming and caring environment where children are very happy, confident and motivated to learn. Children's individual needs are clearly recognised and valued by warm and motivated management and staff. This enables children to develop high levels of confidence and independence. The nursery provides a stimulating environment which helps children to make very good progress in their learning and development. Most documentation required to promote the effective management of the nursery is in place. Effective self-evaluation processes have been established to promote outcomes for children. Consequently, management and staff have a good understanding of their strengths and areas for improvement.

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

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- promote effective continuity and progression by sharing relevant information about children's learning and development with other provisions and parents.

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

Children's safety is promoted well within the nursery. Effective practice is underpinned by clear policies and procedures which are understood by all staff. Secure recruitment procedures, along with regular training, ensure that children are cared for by warm and experienced staff. Staff demonstrate a good knowledge and understanding of issues relating to safeguarding children. Written risk assessments and daily safety checks ensure that children play in a safe environment. However, although the staff implement effective procedures to keep

children safe on outings, they have not included all types of outings in their risk assessment to further promote their safety.

Well-maintained systems are in place to record children's details, including medication and accident records. These are up to date and stored to promote confidentiality. Staff work closely with parents from the start to ensure that they have a good understanding of children's individual needs. Parents receive a welcome brochure, sign to say they have read all policies and procedures, and receive regular newsletters. Important information, such as the complaints procedure and certificate of registration, is clearly displayed for parents to see. As a result, parents are kept well informed about how the nursery operates. Parents have good opportunities to get involved in their children's learning; for example, as part of celebrating Diwali staff asked parents to write about how the children have been helpful at home. An open-door policy allows parents to access their children's files at any time; however, some parents are not aware of this and have not seen their child's learning file. However, this has only a very slight impact as staff speak to parents on a daily basis and information about activities and snacks is displayed on a chalkboard. This is combined with extremely positive feedback from parents about the care and learning their children receive. They state that the 'staff are wonderful' and their children are 'in the best place possible'. No children with special educational needs and/or disabilities currently attend the nursery; however, management and staff demonstrate a positive attitude towards working with other professionals and parents to support children's individual needs. The manager has developed close relationships with local schools; however, effective systems to share information about individual children's progression towards the early learning goals with other providers of the Early Years Foundation Stage have not yet been established to further support continuity of care and learning for children.

The manager and staff are clearly committed to developing the nursery and providing children with an excellent environment in which to learn and develop. Regular staff meetings and close liaison with other professionals enables them to identify areas for development. Constantly thinking about the nursery, they regularly adapt procedures to ensure the welfare of the children. For example, changing the collection procedures to make the transition smooth and promote children's safety. All recommendations from the previous inspection have been effectively addressed, which helps to promote outcomes for children. Children's play opportunities are maximised through the highly effective organisation of space, time and resources. A very broad range of stimulating resources, which are well maintained, age appropriate and cover all areas of learning, is made accessible to the children for self-selection. As a result, children are eager to explore all that is offered, initiate their own play and learning extremely well, and remain actively engaged. The ongoing development of the outdoor area provides very good opportunities for children to develop physical skills as they climb through tunnels and play on bikes. This is combined with books, chalks and jigsaws to ensure that all areas of learning continue outside.

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

Children settle extremely well and develop very close relationships with the staff who care for them. As a result, they are eager to attend and relish the time they spend in the nursery. Although individual files are in place for each child, observations are not linked to the areas of learning. However, staff have a good understanding of the Early Years Foundation Stage and clearly know the children well. This is combined with a programme of rich, varied and imaginative experiences, which are linked to children's individual interests to ensure that all children make very good progress in their learning and development. Staff are passionate about the activities they provide and this inspires the children to take part. For example, they set up a theatre and children confidently sing and dance in front of their audience while others take photographs of the performers. Children develop very good communication, language and literacy skills as they confidently chat to staff and visitors and independently access a wide range of books. Children listen well and join in enthusiastically with rhymes and songs at circle time. They constantly interact with staff, who are skilled at supporting and extending their learning as they play alongside them. Good use of labelling and colourful displays aids children's letter and number recognition and this is further supported by staff. For example, they encourage children to count how many candles they need for their birthday cake and introduce language such as 'more and less', and action songs such as 'Five currant buns' further reinforce children's understanding. Access to a wide range of interactive toys and computers successfully increases children's understanding of information and communication technology and helps them to develop skills for the future. They skilfully use the computer to play matching games and children help and support one another as they try to work out the correct sequence. Role play is directed by the children and their interests. For example, as part of their game of princes and princesses they excitedly ask staff to help them to make crowns. Staff encourage them to try themselves and children clearly know they will be supported as they remark, 'and you will help me if I am stuck'. Children are provided with a wide range of creative activities in the 'messy room', which they can use as they want. This enables them to develop their own ideas and promotes a wide range of opportunities; for example, painting, gluing, exploring sand and water or weighing gravel. Visitors to the nursery and trips out to local museums and the theatre help to enhance children's learning and knowledge of the world around them.

Children's welfare is promoted very well through clear and consistent routines. For example, they use the toilet independently and confidently explain, 'now I must wash my hands'. Staff effectively support children's good health by providing healthy snacks and discussing the importance of eating healthy foods. Staff are proactive in helping children to understand how to keep themselves safe; for example, they give gentle reminders not to run inside as they may fall and hurt themselves. Exciting activities, such as visits from the local fire brigade, provide children with very good opportunities to learn about the importance of keeping themselves safe. Staff also respond very well to requests from parents; for example, in response to parents' concerns about children not wanting to wear seatbelts, a local police officer was invited in to talk to children about the

importance of keeping safe in the car. Staff give high priority to children's personal, social and emotional development. They are very effective in encouraging them to be autonomous in their learning and make a positive contribution to the life of the nursery. As a result, the children behave very well; they ask politely to leave the table and remind each other to say please and thank you. Children are very happy and settled at the nursery. They are motivated to learn, demonstrate high levels of confidence and self-esteem, and show care and concern for each other; for example, asking their friends, 'would you like me to help you?'

## 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	1
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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