

Kiddy Factory Speke

Inspection report for early years provision

Unique reference number EY334149
Inspection date 29/04/2010
Inspector Jean Evelyn Thomas

Setting address Windward Drive, Estuary Commerce Park, Speke Liverpool,
L24 8RF

Telephone number 0151 427 4444

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

Kiddy Factory Nursery is one of two nurseries owned by Kiddy Factory Limited. It opened in 2006 and operates from seven rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated on a commerce park on the outskirts of Liverpool, close to Liverpool John Lennon Airport. It is open Monday to Friday from 6.45am to 6pm for 52 weeks of the year, excluding bank holidays.

The nursery is registered on the Early Years Register. A maximum of 130 children may attend the nursery at any one time. There are currently 69 children aged from birth to under five years on roll. Funding for early years education is in place for three- and four-year-olds. The nursery is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and offers care to children aged over five to 11 years. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language. There are 14 staff employed, of whom, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a friendly, caring and inclusive environment for all children and their families. They recognise the uniqueness of each child and work closely with parents to routinely meet their individual needs. Children are involved in a broad range of activities and experiences, both inside and out, which supports their progress towards the early learning goals. The management and staff team are committed towards continual improvement to improve outcomes for children and their families.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment of the outdoor play area covers the large outdoor play equipment to identify any potential hazards to children (Suitable premises, environment and equipment). 12/05/2010

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

- ensure there is a systematic approach to the observation, assessment and planning process across the six areas of learning to support children's progress towards the early learning goals
- further improve the range of resources to support children's understanding about the diversity of society.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through comprehensive policies and procedures, recruitment and employment processes, and induction and appraisal systems. Staff are aware of their responsibilities to protect children from harm. The deployment of staff ensures new members of the team, who are awaiting their criminal records bureau clearance, do not have unsupervised contact with the children. A record of the risk assessment is completed for all indoor areas of the nursery, to identify potential hazards. However, the risk assessment for the outdoor area is not available for inspection, to confirm that consideration has been given to the safety issues pertaining to the larger play equipment. Policies and procedures are reviewed on a regular basis to ensure that they meet regulations.

The management team demonstrate a strong commitment towards continual improvement. There have been recent changes to the staff and the new team are motivated towards providing good quality care and education for children. The recommendations from the last inspection have been addressed. As recommended, the emergency evacuation procedure is regularly practised to ensure its effectiveness and to support children's understanding of safety issues. The recommendation to use assessments to support children's progress has been fully addressed through the implementation of the Early Years Foundation Stage. The role-play areas have been reorganised, and are continuing to evolve in all areas of the nursery to further enhance children's learning opportunities. It was recommended to increase toys, resources and displays of positive images of race, culture, gender and disability. Although this has been addressed, the resources continue to be limited. In addition to the recommendations, other improvements have been made since the last inspection to improve outcomes for children. For example, the reorganisation of the outdoor play area increases play and learning opportunities for children across the age ranges.

The key person system strengthens links with families and support for children's well-being. Staff warmly interact with children during play and respond to their individual needs. Each day is well structured to offer a mix of child and adult-led activities, thereby maintaining a relaxed atmosphere and providing children with a variety of learning experiences. All ages of children benefit from easy access to a wide range of resources, which are set out to stimulate their interest and promote the development of skills.

Secure partnerships with parents are established. Effective two-way communication systems result in information being shared and exchanged, to support each child's individual needs being met. Parents are invited to share their skills and become actively involved at the nursery. Parents value the friendly, informal relationships they share with staff and feel included in the nursery. They comment that they are happy with the overall quality of the provision and are kept well informed about their child's progress. Parents are invited to view their child's learning journey records at any time and to contribute to these. In addition to this, formal meetings are organised where parents and key persons discuss the

individual children's progress. Throughout the nursery there are displays about the Early Years Foundation Stage, to inform parents about the educational programme the children are following. Parents are encouraged to provide information about their child when starting at the nursery, so that the child's key person knows their individual interests, welfare needs and stage of development. Staff work with parents to support children who speak English as an additional language. The management team know that they are required to liaise with other providers delivering the Early Years Foundation Stage to the nursery children, to ensure progression and continuity. At the present time, there are no children attending who are in receipt of the educational programme at other settings.

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

Children are happy and confident in the welcoming, bright environment. All children are included in the setting by the staff team. Staff regularly observe children as they play and identify the next steps in learning for each child. However, there are inconsistencies in the systematic approach of observation, assessment and planning across the six areas of learning. Children's individual progress towards the early learning goals is recorded in their learning journey, with observations, photographs and examples of the children's work.

Children are able to choose from a wide range of activities, and from an early age show high levels of motivation and involvement in their play. The rooms are attractively and thoughtfully set out to stimulate children's interest. Areas of continuous provision provide opportunities for children, across the age ranges, to make their own decisions, explore, practise and apply their learning. For example, the safety scissors are freely accessible on the craft and mark making table in one of the younger children's rooms. The young children show good levels of concentration as they practise using the scissors. They later return to continue with their efforts to master this task and are proud of their achievements, which are acknowledged by staff. The displays of children's artwork reflect the creative opportunities enjoyed by all children, including babies.

Children are given time to develop their thinking. For example, the older children discovered that a plastic block could not be sunk, no matter how hard they tried to push it down. Self-initiated, this led to them experimenting with other resources in the water to see if they sink or float. There are good opportunities for the younger children to learn through using their senses. They investigate different materials, including straw and shredded paper, and have fun transferring sand and water between a variety of containers. In the supportive environment children communicate very confidently with staff, who listen sensitively as children express their ideas or seek support. Toddlers confidently use gestures, facial expressions and sounds to make themselves understood. From an early age children join in lively action songs and enjoy stories. Books are available in all areas. Letter sounds, word patterns and mathematical concepts are reinforced by staff as they involve themselves in the children's play. For example, as the older children use a variety of gardening tools to dig, staff highlight the initial sounds of words they are saying, such as soil, and outline the letter shapes in the air. Many children

recognise the letters and enthusiastically think about other words beginning with the same sound and letter. Staff pick up on opportunities to develop children's mathematical skills, asking them questions, such as, 'How many have we got'? Older children use mathematical language and concepts in their play. For example, they count the number of friends with the same name, and talk about size and shape. The nursery effectively promotes skills in numeracy, literacy and information and communication technology. This has a positive impact on children's future learning and economic well-being.

Children revel in the time spent in the large outdoor area. There is ample space for exuberant and energetic play. The outdoors offers children many creative opportunities, as they freely explore and develop their own play plans. For example, in imaginative play, the plastic hoola hoops become the children's vehicles to take them on a journey. They step inside the hoops, and plan the direction of their route which takes them around the bushes and play equipment. Children's physical coordination is developed as they kick and throw balls, and play on the wooden bridge, slide, rope ladder and sit-and ride-toys. The covered shelter provides a designated quiet area where children can rest and chat with friends. Children's involvement in growing plants and vegetables supports their understanding about sustaining the earth's resources, such as careful use of water. A healthy lifestyle is strongly promoted. The daily use of the outdoor area ensures that children benefit from regular exercise and fresh air throughout the year. Children learn to dress appropriately for the different types of weather conditions. Good hygiene practices are actively promoted and children learn why they need to wash their hands and drink fluids regularly. The menus consist of balanced and nutritious foods, which are cooked from fresh ingredients on the premises each day. Children's dietary needs are rigorously protected. Younger children rest or sleep comfortably, and babies sleep in cots as they follow their home routines.

Children share warm relationships with staff, enjoying hugs and cuddles from their carers. Children are well-behaved as they learn to share, take turns and play together cooperatively. They learn to be considerate towards adults, and each other, in the friendly, consistent atmosphere where staff act as positive role models. Children are encouraged to help with tasks, such as tidying away equipment and sweeping up the spilt sand to learn to take responsibility for their environment. Children receive praise and encouragement for effort and achievement, which help boost their self-esteem. Activities are planned to help children learn and respect people who are different to themselves. Children learn about the roles of others in their community and how to look after themselves. Fire and police officers have visited the nursery to talk to the children.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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