

Kirkland Day Nursery

Inspection report for early years provision

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Inspector Ruth Tharme

Setting address Kirkland, Coxs Hill, Ashton Keynes, Swindon, Wiltshire, SN6 6NY

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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*.

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.

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Description of the setting

Kirkland Nursery opened in 1990. It operates from three rooms in a detached house, which is on the outskirts of Ashton Keynes.

The nursery serves the local school catchment area. The group is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. They are registered to care for 28 children from birth to eight years at any one time. There are currently 28 children on roll, 18 of whom are in the early years age group. They support children with special educational needs and /or disabilities. Children attend a variety of sessions. The group opens five days a week all the year round. Sessions are from 7.30am to 6pm.

Five staff work with the children, of these three have appropriate early years qualifications and the manager is a qualified teacher who has gained Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in all aspects of their learning and development. A strong emphasis is placed on meeting individual needs and ensuring activities and experiences provided are both interesting and stimulating. Children's welfare is actively promoted through efficient organisation and effective safety arrangements. A clear commitment to working in partnership with others and the highly positive relationship with parents means that children benefit from a consistent approach and receive high quality support. Procedures for evaluating the quality of the provision and a clear commitment to ongoing improvement mean that any weaknesses in the provision are swiftly identified and are effectively addressed resulting in a measurable improvement in outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- the further integration of the youngest children in meal time activities.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is particularly strong. Safeguarding is given a high priority which means that children's welfare is assured. Staff are well informed about safeguarding issues so that they are able to recognise a child who may be at risk. High quality policies and procedures are in place to ensure that the correct action is taken to protect children if the need arises. Robust

employment procedures are in place to ensure that those living or working on the premises are suitable to do so. A well established appraisal system and clear commitment to personal development means that staff are well qualified for their roles and ensures that knowledge and skills are kept up to date. Adults are vigilant at all times and implement effective strategies to keep children safe. For example, a thorough risk assessment programme is in place with clear arrangements to ensure that reviews are carried out regularly.

Particular attention is paid to ensuring that the environment fully meets children's needs. They are able to free-flow in and out of doors at will. Equipment is clearly labelled with both words and pictures and is stored at low level which means that children can help themselves safely. The use of time and resources are very well managed which means that children are able to plan, organise and complete their activities in full, whilst gaining security from the regular routine.

The setting is highly committed to working in partnership with others involved in the children's care. There are well established channels of communication that successfully promote children's learning, development and welfare. Parents are provided with high-quality information about the setting and their child's progress. They are fully involved in their child's learning and contribute to decision making within the provision.

The setting is highly inclusive with a strong emphasis on treating children as individuals. Staff know the children very well and they recognise, value and celebrate difference. As a consequence, all needs are met and children develop a very clear knowledge and understanding of the wider world. Arrangements, such as family grouping, mean that children have opportunities to interact with older and younger children, taking part in pleasurable activities such as shared meals. Arrangements to develop strategies that promote the further inclusion of the youngest children in meal-time activities are in place.

Managers have high aspirations for the quality of the provision and take positive steps to evaluate their practice and improve outcomes for children. Their involvement in a self-evaluation pilot scheme and well-established strategies for seeking the views of families using their setting, enable practitioners to identify areas for improvement and to take appropriate action. For example, recently introduced improvements to induction procedures ensure new staff members are always well informed and are able to support children effectively from the outset. Staff are highly motivated as managers value their contribution to the provision.

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

All children make good progress in relation to their starting points. This is because staff recognise children's achievements and plan effectively to meet individual needs. They provide activities and experiences that are interesting, stimulating and actively promote children's development. Starting points are clearly measured and ongoing achievements carefully assessed, so practitioners have a clear picture of children's progress. They use their knowledge of children's interests, their own

observation programme and information from parents and other providers to effectively tailor plans to suit each individual.

Children are eager to attend and respond to challenges with enthusiasm. They show high levels of independence, confidently selecting resources and activities for themselves. They are happy and self-assured and form strong relationships with their peers and adults in the setting. They demonstrate caring attitudes towards each other, readily taking turns and playing co-operatively with each other. The text-rich environment and readily available resources promote children's enjoyment of reading and mark-making. For example, they enjoy making patterns in soil, sand and dough. More able children confidently form the letters that make up their names. They capably weigh, measure and match during activities, such as cooking, and can count confidently. Children's knowledge and understanding of the natural world is enhanced as they enjoy growing plants, fruit and vegetables; they prepare the fruit and vegetables themselves for inclusion in meals and snacks. Singing, dancing and role play activities allow children to express themselves in a variety of ways. The availability of resources mean that children can construct and create for their own purpose. The significant progress made in communication, numeracy and information and communication technology skills ensures children actively gain skills they need for the future.

Key relationships are very strong, which means that children feel very happy and settled in the setting. They are reassured by staff who are caring and affectionate towards them. They develop a clear understanding of how to keep themselves safe, as staff take time to show children how to recognise risks for themselves and to take appropriate action. For example, children know how to use a knife safely when they prepare their own sandwiches. Healthy lifestyles are readily adopted. They spend ample time enjoying the fresh air, take regular exercise and make positive food choices as part of their well-balanced diet.

Children behave very well because they are fully interested and engaged throughout. They are clear about the boundaries and know what is expected of them. They have very good manners and model the positive behaviour and attitudes displayed by staff. Children have a well developed sense of responsibility. They tidy up their toys after use without being prompted and older children demonstrate a great sense of caring towards the younger ones, helping them with their activities and offering reassurance.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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