

Karen's Kindergarden

Inspection report for early years provision

Unique reference number	EY401187
Inspection date	19/05/2010
Inspector	Karen Cooper

Setting address	141 Springthorpe Road, BIRMINGHAM, B24 0SP
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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

Karen's Kindergarden opened in 2005 and was re-registered as a limited company in 2009. The setting operates from four rooms in converted commercial premises in Birmingham and is within easy access of local facilities. Children have access to a fully enclosed outdoor play area. The premises are easily accessible. Children attend from the local and surrounding area.

The nursery is open each weekday from 7am to 6pm for 51 weeks of the year. A maximum of 60 children may attend the nursery at any one time. There are currently 44 children aged from six months to four years on roll. Children attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities and who speak English as an additional language. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register.

There are currently 10 members of staff employed to work with the children, of whom eight hold an appropriate early years qualification. Currently there are two members of staff working towards a recognised early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and have formed positive relationships with staff and each other. Children have access to a range of age-appropriate toys and resources to help them make good progress in their learning and development. Staff recognise the uniqueness of every child attending and their individuality is well respected. Effective partnerships between parents and other professionals ensure children's needs are well-met. The management team has a clear vision of the future for the setting and staff demonstrate a positive attitude towards continuous improvement. Documentation is well organised and policies and procedures are mostly effective.

What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment to identify the gaps in children's learning and development as they progress towards the early learning goals
- extend the self evaluation process to gain the views of staff, parents and carers and children in improving the outcomes to identify the strengths and weaknesses of the setting.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding issues and of the procedure to follow should they have a concern about a child in their care. Robust recruitment and vetting procedures ensure children are further safeguarded. The setting has effective systems for ensuring the safety of children and the premises at all times. An inter-com system and security camera is fitted to the main entrance of the premises and all visitors are requested to sign in and out the premises. Clear and concise risk assessments cover all aspects of the setting and any outings undertaken, ensuring positive steps are taken to minimise risks to children. Children are grouped effectively, using a key worker system; this helps promote consistency of care and enables staff to build effective relationships. As a consequence, the staff know individual children extremely well which helps to ensure children feel secure and confident to be left with trusted adults.

The manager leads by example and is enthusiastic and passionate about her role in raising outcomes for children. Staff work effectively as a motivated team and are committed to offering good quality childcare and the best possible start to children and their families. The processes for managing staff's professional development are well-established and support their future development. Most staff hold an appropriate childcare qualification and some staff are working towards a foundation degree in early years. Although the management are committed to making improvements and demonstrate a clear vision for the future of the setting, the processes for self evaluation are in their infancy. As a result they do not sufficiently include the views of parents, staff and children in order to identify any strengths or weaknesses of the setting. Children benefit because the environment, both indoors and out, is organised creatively so children can choose to extend their play and develop their independence. All children are valued and engage in a wide range of activities and experiences, which help them to understand and learn about the society in which they live. There are effective systems in place to support children with English as an additional language for example, bi-lingual staff help ensure children settle quickly and more effectively. Children with additional needs are successfully included and integrated and there is a good regard to the Special Educational Needs Code of Practice.

The setting has established positive relationships with parents and carers and the two way flow of information ensures children's individual needs are well met. Parents are encouraged to share what they know about their child particularly when they first start to attend and daily communication sheets ensure parents are fully informed of their child's daily activities. The children's individual learning journeys are used as a joint process between the setting and parents to ensure that they are fully informed of their child's progress and to celebrate their learning. It is evident from discussions with parents that they appreciate and are extremely supportive of the setting. 'The nursery is fab', exclaimed one parent. Overall, the parental voice is overwhelmingly positive. Many echo the sentiments of each other who said that they would recommend the setting without hesitation to friends and family.

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

Children are happy, settled and enjoy attending this welcoming and stimulating setting. They have formed positive relationships with staff and each other and are helped to achieve. Children benefit from good levels of individual attention from staff, who acknowledge that children learn in different ways and at different rates. They demonstrate a good understanding between boys and girls learning for example, they are fully aware that boys are generally more active and prefer to play outdoors, therefore on some occasions they take the activities outdoors. Children are valued and staff help them feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well; this helps build children's self-esteem. Children have access to a range of age-appropriate toys and resources to help them make good progress in their learning and development. This is reflected in the children's attitude as they enter the setting enthusiastically. Staff have a good understanding of the learning and development requirements and how young children learn and progress. They plan activities well ensuring there is a good balance between child initiated and adult led activities and, although staff observe children's development regularly and keep records, the information gained is not sufficiently used to identify any gaps in children's learning as they progress towards the early learning goals.

Children are keen to join in the activities, for example, younger children develop their natural curiosity and sensory skills as they play with the interesting objects in the treasure basket, clearly having lots of fun. Older children confidently use the large climbing equipment and wheeled toys with gusto, and have good control over their bodies as they run around and negotiate the available space. Children enjoy using their imagination in role play and during craft activities. They regularly participate in music sessions and good home made resources including sensory bottles, treasure baskets, games and musical instruments encourage children to develop a good understanding and respect for their environment. Children concentrate well when listening to stories and eagerly join in with familiar nursery rhymes. They are provided with plenty of opportunities from a young age to develop their early writing skills as most base rooms have a designated area for children to access crayons, pencils, paper and paint. Children have good opportunities to develop their understanding of technology through the use of computers and electronic resources. Children's basic numeracy skills are encouraged through daily routines, books, action rhymes and construction play. Older children can count confidently up to ten and beyond and show increasing skill in recognising and using numbers to support their play. Children also benefit from a range of activities outside the setting, for example, they go for walks to the shops and local park. Staff plan these activities well, and use them effectively as opportunities to help develop children's learning, physical and social skills. Children's knowledge of the world around them is further extended as they discuss the life cycle of a caterpillar and enjoy planting seeds and watching them grow. Children are helped to consider and value diversity and cultural differences through a range of toys, resources and planned topics. The setting promotes inclusion for all children through keeping thorough records of each child's individual needs and achievements. Staff have attended relevant training and work closely with parents

and other relevant professionals to ensure that each child's need are fully met.

The learning environment is bright and child friendly, affording children plenty of space to play, eat and rest in comfort. Older children have free-flow access to toilet facilities which fosters their ability to manage their personal care needs and help develop their independent skills. Good attention is given to preventing the spread of infection and children demonstrate an understanding of the importance of following good personal hygiene routines. All children develop a good awareness of how to keep themselves safe, such as, participating in the daily risk assessment of the outdoor area. They learn about fire safety and know the procedure for evacuation in an emergency which the staff regularly practises with them. Children develop a good understanding of healthy eating; they are provided with a variety of freshly cooked meals and can access drinking water throughout the day. Mealtimes are relaxed social occasions when children sit together around the table to enjoy their food and each others company. Staff are fully aware of each child's individual dietary needs and ensure these are met.

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	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

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

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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