

Kids 4 Us Nursery

Inspection report for early years provision

Unique reference number 208212
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Inspector Parm Sansoyer

Setting address Kids for US, School Bungalow, Upper Road, Madeley,
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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

Kids 4 Us Day Nursery opened in 1995. It operates from six rooms based within a demountable single storey structure and a bungalow. The nursery is based in the school grounds of John Fletcher Junior School, Madeley, which is a suburb of Telford. The nursery and out of school club serves the local area. The nursery is open for 48 weeks of the year. Sessions are from 7.30am to 6.00pm on Monday to Thursday inclusive and from 7.30am to 5.30pm on Friday.

There are currently 83 children aged from six months to 11 years on roll. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old. There are effective systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 10 staff, of whom nine hold an appropriate early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a warm, child-friendly environment, where overall children make satisfactory progress in their learning and development. The promotion of children's learning in the nursery is a significant strength and the fostering of children's personal, social and emotional development is as well. Well-developed knowledge of each child's individual care needs ensures they are routinely met. Systems to ensure that all groups of children are consistently progressing are developing. Arrangements for safeguarding children are sound and staff provide a safe and welcoming environment. Partnerships with parents and links with other settings and agencies are satisfactory. The developing self-evaluation system identifies most of the strengths and areas for improvement of the early years provision. The nursery has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- plan and provide a broader range of resources and experiences across all areas of learning for children under three years to ensure they progress towards the early learning goals
- make better use of observation and assessment to help plan more effectively for the learning needs of the more able children and for boys and girls, to fully extend their learning in all areas of learning
- employ a more collaborative approach, which promotes a sharing of good

practice and lead and encourage a culture of reflective practice and self-evaluation to help improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

There are clear written policies and procedures in place in relation to safeguarding children. Staff have a satisfactory understanding of the safeguarding policy and the procedure to follow if they are concerned about the children's welfare and safety. There are effective systems in place to ensure adults who have contact with children are suitable to do so. The provision maintains, regularly reviews and updates all the required records, policies and procedures to ensure the safe and efficient management of the service. The staff team supervise the children well and written risk assessments are conducted to identify risks and prompt action taken to minimise them.

Staff in the pre-school are experienced and competently use the Practice Guidance for the Early Years Foundation Stage to help support their practice. Therefore, these children mostly engage in planned, purposeful play and exploration both indoors and outdoors. Staff caring for children under three years have a developing knowledge of how to help children make progress towards the early learning goals. Therefore, the range of experiences and resources do not always fully promote children's consistent progress in all six areas of learning.

Staff make regular observations of what the children like to do and plan experiences according to their interests. However, staff do not always effectively plan for the learning needs of the more able children in their rooms, or place enough emphasis on ensuring both boys and girls have sufficient opportunities to fully increase their learning in all areas of learning.

Systems to keep parents informed about their children's achievements and progress are developing well through daily feedback and sharing developmental records. Staff work closely with parents to obtain information about their children's care needs and how to meet them when they first start at the setting. Parents receive detailed information about the early years provision, the curriculum and its policies. A welcoming and informative entrance hall, regular newsletters and an open door policy ensures a sharing of information.

The person in charge and registered person work well together and recognise the value of continuous quality improvement and how it impacts on children's achievement. They are committed to securing improvement by encouraging staff development. They work closely with the local authority worker for ideas and support. However, at present a whole setting approach that includes the sharing of good practice has not been sufficiently adopted. The team do not engage regularly enough in a cycle of reflective practice to look for ways to improve the quality of the learning and development.

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

Older children from three years benefit from a good balance of adult-led and child-initiated activities both indoors and outdoors. The environment is well organised and children are given the time and space to concentrate on activities and experiences and to develop their own interests. Children increase their independence and self-help skills because the environment is organised with their needs in mind.

Children from two to three years develop their creativity by responding to experiences, such as, using a variety of arts and crafts, rolling and moulding dough, using musical instruments and playing imaginatively. Children have access to a variety of activities throughout the day, which promote the six areas of learning and help children make steady progress. However, on occasions activities are not well maintained or do not always offer sufficient challenge and this limits children's enjoyment and the progress they make. Children under two years are confident in their environment and staff support them well through being physically close and offering affection and cuddles. Babies are held, rocked and comforted and adults respond well and build on babies' expressions, actions and gestures. Children's personal, social and emotional development is fostered well. All children have positive and close relationships with staff who are attentive to their emotional and care needs.

Children's communication, language and literacy is supported well. Children benefit from time to develop spoken language and develop their listening skills because staff make the time for children to share their stories and ideas. Cosy book areas and regular story sessions increase the children's fondness for books. Staff use music, singing and instruments well to increase the children's language development. For example, older children use a variety of instruments to sound their names and learn the first letter of their own and others' names. Children are beginning to problem solve, make connections, count, sort and match as they build with construction toys, use puzzles and games.

The children's knowledge and understanding of the world is supported to help them make sense of the world. Children engage in a range of experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. Children have created a vegetable patch and learn to care for a full range of vegetables and have opportunities to prepare them for tasting sessions. Children have also been actively involved in observing the lifecycle of the butterfly. They easily recall how they have cared for the caterpillars and the stages of the cycle. They are full of excitement as they crowd around to release the butterflies. Children are introduced to a range of cultures through books, puzzles, visual aids and a variety of resources as they play. Older children confidently use computers to support their learning across all areas of learning. Close links within the community helps them develop a sense of place.

There are effective hygiene practices in place to prevent the spread of infection. Children benefit from well-balanced and nutritious meals and snacks and adopted

good healthy lifestyles. Children begin to learn about the benefits of exercise and thoroughly enjoy physical activity both indoors and outdoors. Children learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. Children learn to behave well, join in and make friends.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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