



Kids Allowed Cheadle Royal

Inspection report for early years provision

Unique Reference Number	EY309009
Inspection date	20 February 2006
Inspector	Sheila Iwaskow
Setting Address	Highfield, Cheadle Royal Business Park, Cheadle, Cheshire, SK8 3GY
Telephone number	0161 428 9634
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Registered person	Kids Allowed Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kids Allowed at Cheadle Royal opened in 2005. It is run by Kids Allowed Ltd. based in Salford, Manchester. The setting provides care for children who live locally and for those whose parents work in the surrounding area.

The nursery is open from 08.00 - 18.00 Monday to Friday, 52 weeks of the year, closing only on Bank Holidays. Opening times are however flexible and can be arranged to accommodate the needs of the parents. An out of school club is

available every weekday during term time from 08.00 -09.00 and from 15.30 - 18.00. A holiday club operates during school holidays from 08.00 -18.00. A crèche is also available on Saturday from 12.00 - 16.00. Outside providers also use the facility to provide a range of facilities including tumble tots and baby massage.

Children attending the setting have access to six playrooms, multi-function room, sensory room and associated facilities. There are fully enclosed areas for outdoor play. There are currently 152 children on roll who attend on a variety of placements, of these, 16 receive funding for nursery education. The setting supports children who have special educational needs.

The setting currently employs 35 staff, of these, 23 hold an appropriate early years qualification. An additional six members of staff are currently working towards an N.V.Q. level 3. The setting receives support from the early years advisory support teacher in Stockport.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Good procedures are followed by staff to protect children from illness and infection. They follow current and appropriate health and hygiene guidelines. Cleaning rotas are in place and surfaces are regularly wiped down with anti-bacterial spray after children have eaten or messy play. A detailed sick child policy is in place, which excludes children who are ill from the setting, preventing the risk of infections being spread. Minor injuries are effectively dealt with as a number of staff hold first aid certificates and first aid boxes are strategically placed throughout the nursery. Young children are becoming aware of basic hygiene routines as they are encouraged to clean their hands at appropriate times of the day such as before eating and after toileting. There are stringent nappy routines in place. The health of babies and toddlers is well promoted as staff follow their routine with regard to meal and sleep times, providing an environment which is secure and consistent with home.

Toddlers have regular opportunities to engage in physical play. Whilst playing outdoors they have fun as they ride on bikes, crawl through the tunnel and play ball games. Such opportunities allow children to gain control of their bodies. Babies are regularly taken out in their prams which allows them to benefit from the fresh air.

Children's health and dietary needs are successfully met as staff work well with parents to gather, record and review relevant information. Weekly menus are devised to provide a nutritious diet for children and are clearly displayed on the notice board to keep parents informed, providing good continuity of care. Meals are prepared by a qualified cook using fresh ingredients, aiding children's physical growth and development. Children are offered drinks at snack and meal times, however, although drinks are available, they are not always easily accessible to allow children to quench their thirst at other times of the day. Self-help skills are well developed for older children, however, this is not consistent throughout the nursery in respect of younger children. Meal times are relaxed social occasions where staff and children sit

together and enjoy each others company.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment where children have sufficient space to move around freely and play. Play rooms benefit from natural sunlight and are maintained at an appropriate temperature to ensure children's comfort. Some eye catching displays of children's independent art work help to develop children's sense of belonging within the building. Children also have the luxury of air conditioning for their added comfort. A sensory room is for all the children who attend the nursery which provides them with calming and sensory experiences. Children aged 2 to 3 years have access to an adequate range of resources. However, toys and equipment are insufficient in number to provide younger children with a varied range of experiences. Toys are safe, clean and stored in low level units which allows children to make choices and develop their independence. The child sized furniture is of good quality, promoting children's safety and meeting their needs.

Children are well protected from hazards due to regular risk assessments carried out by staff and written policies concerning safety. A sophisticated security system is in place to protect children from unknown persons entering. Effective procedures are in place for the safe collection of children from the nursery. Children are learning to keep themselves safe as they take part in regular emergency evacuations, learning to follow outlined procedures to protect everyone involved. People in the local community such as the fire fighter and policemen come into the nursery and teach children about keeping themselves safe.

Children are protected by staff's good knowledge of child protection. They are able to identify the symptoms of abuse and understand the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff establish positive relationships with children to help them feel secure. Most children are happy and confident in the friendly nursery where everyone relates well to each other. Staff greet children when they arrive at the setting and encourage them to say goodbye to their parents, which contributes towards developing secure, trusting three way relationships. Babies receive lots of hugs and cuddles from staff which helps them form a strong bond with their carers. Early communication skills are developed as staff respond to babies' babblings and facial gestures. Babies and young children show an interest in the routines of the day as staff talk to them about what they are doing when they are changing their nappies and being fed. They enjoy playing with some toys which are colourful and make sounds. Creative activities allow young children to develop their ideas as they make stars from glitter and collages from rice, pasta and peas. Children giggle as they make connections by banging bricks together to make a noise. Musical instruments are introduced to maintain interest, develop children's fine motor skills and increase motivation to create sounds.

Staff have a growing awareness of the Birth to three matters framework, but it is not yet fully developed to ensure the needs of young children are totally met. Parents are not given detailed information about the Birth to three matters framework which prevents them from being fully involved in their children's learning.

Nursery Education:

The quality of teaching and learning is good. The pre-school room leader has a good awareness of the Foundation Stage and this is reflected in the varied and interesting range of activities provided for the children. As a result children make good progress towards the early learning goals. Activities are planned to topics and children's ideas are reflected in the planning. Staff regularly monitor children's learning and systems are in place to assess children's knowledge when they start at the pre-school. However, some assessment do not clearly identify learning outcomes for children and the needs of more and less able children are not always defined. Assessments do not consistently predict the next stages of learning for individual children and are not linked to the stepping stones. Consequently, the links between observations, planning and assessments are not yet fully complete. There is a good balance of child led and adult initiated activities and staff use open ended questions to help develop children's thinking and learning. Teaching styles are varied and have a positive effect on children's learning.

Children are encouraged to choose and make decisions within a supportive environment where staff are patient and sensitive to their individual needs. Children speak clearly and confidently as they come up to visitors, introduce themselves and shake hands. When appropriate they are able to listen for sustained periods of time and listen respectfully to everyone in turn. Children are beginning to form friendships and spend time working independently, with friends and staff. They take responsibility as they are involved in the daily routines of the nursery such as tidying up at the end of the session. Language is effectively reinforced and extended in imaginative play situations as children write a shopping list in a home corner or a prescription in the doctors surgery. Children have fun as they jostle on the carpet, thinking of objects that begin with the initial sounds that they have been learning. They enjoy looking at books or sharing a story in the cosy book corner. Every child's attention is maintained throughout a lively story session all about animals. Children can confidently count to ten. Practical activities develop children's awareness of addition and subtraction as they calculate how many teddy bears are left if two are taken away. The concepts of colour and shape are effectively explored as children made houses from squares, triangles and rectangles, identify shapes in the local environment and colours of building blocks. However, they are limited in their ability to independently consolidate counting, calculating and problem solving skills as the maths area has insufficient resources to meet the needs of all the children who attend the pre-school.

Children enjoy exploring and investigating as they try to find out how to work a torch, open a till using a key, and what objects look like if examined using a magnifying glass. Early scientific concepts are well promoted as children plant seeds and discover what is needed to make the plants grow. They learn about the wider world as they stage their own Olympic Games, design flags and make medals using a variety of media. Children proudly use the interactive white board to draw shapes and access computer programmes that support this area of their mathematical

development. Natural resources such as sand, water, pebbles and leaves allow children to develop their senses and stimulate their imagination. Fine motor skills are fostered as children manipulate play dough, thread beads and handle small tools. The outdoor play area is used imaginatively to enhance physical development. Children thoroughly enjoy the obstacle course as they balance on beams, jump in hoops and run around in the fresh air.

Helping children make a positive contribution

The provision is good.

Meaningful experiences such as celebrating cultural festivals and accessing a good range of resources that reflect equality of opportunity allow children to appreciate the diverse society in which they live. Words meaning welcome are painted on the front entrance of the nursery in a variety of languages which ensures that those who do not have a secure understanding of English feel valued. Children are beginning to learn that they are separate from others as they look at themselves in the many mirrors in playrooms for younger children and point to their body parts as they sing songs. Children are encouraged to be kind and respectful to each other, share toys and take turns at washing their hands in the sink. Children with additional needs are fully included as activities are adapted. Individual strength and weaknesses are identified and achievable targets are recorded in individual educational programmes to ensure consistency and develop children's confidence. The setting works in close partnership with parents and appropriate support agencies to promote the development and welfare of children with special educational needs. Staff demonstrate a good understanding of child development and their individual needs are generally responded to in an appropriate manner. This positive approach helps foster children's spiritual, moral and social development.

Children behave well. Staff effectively manage their behaviour using strategies that are appropriate to the age and development of the child. They gently remind a young child to sit on their bottom so that others can see the book that is being read. Staff treat all children with individual care and respect. Children's contributions are valued and their achievements celebrated, which promotes their confidence and self-esteem.

Children benefit from the positive relationships that staff have developed with their parents in respect of their care. Children are secure due to good settling in procedures and the extra support offered by their key worker. A room is made available should parents need to discuss any matters in private. All the required details on individual children are recorded by staff. Policies and procedures are clearly displayed and a notice board and regular newsletters keep parents up to date with what is happening within the nursery. Parents expressed their overall satisfaction with the quality of care afforded to their children. Parents are aware of the complaints procedures and a complaint log is maintained on the premises in line with recent changes to legislation.

The partnership with parents of children who receive funding for nursery education is satisfactory. They are warmly welcomed into the pre-school room at the beginning

and end of the day. However, parents do not receive any written information about the Foundation Stage and the early learning goals. This prevents their full involvement in their children's learning.

Organisation

The organisation is satisfactory.

Children are protected because staff are appointed through effective employment procedures. A good induction procedure and probationary period forms a firm basis for staff development. Staff are qualified, consistent and beginning to work well as a team. Annual appraisal systems are being implemented, from which training needs can be identified. Individuals are actively supported to attend child care development courses by the manager. Children are grouped according to their age and stage of development and space is organised to provide them with a balanced range of activities. High staff ratios are maintained and children clearly enjoy the individual attention they receive. Most policies, information and documentation relating to the continuity of care for children are in place and organised to respect confidentiality. Overall the provision meets the needs of the children who attend.

Leadership and management of the nursery education is satisfactory and contributes to the children's progress towards the early learning goals. The manager recognises her commitment to support staff and develop their roles within the nursery. She is becoming aware of the issues that need to be addressed and areas for further development to improve the quality of care that the setting offers to children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop younger children's self-help skills and ensure all children have easy access to drinks at all times
- further develop resources for children aged from birth to two years to ensure that their educational, physical and social needs are fully met
- continue to develop staff's awareness of and ensure that parents are provided with detailed information about the Birth to three matters framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- complete the links between planning, observations and assessments
- ensure parents are provided with detailed information of the Foundation Stage and early learning goals
- extend mathematical resources for this area for continuous provision to allow all children to independently consolidate mathematical concepts that they have learnt.

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