



## First Needs Kindergarten

Inspection report for early years provision

<b>Unique Reference Number</b>	EY266403
<b>Inspection date</b>	08 February 2006
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## 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](http://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 good. 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?

First Needs Kindergarten opened in 2003; it operates from the ground floor of a converted doctor's surgery. It is situated near to a main high street, in Kitts Green, Birmingham. A maximum of 28 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00, except for bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 23 children on roll, of these six children receive funding for early

education. Most of the parents whose children attend the nursery live in the local area. The nursery currently supports a number of children with learning difficulties.

The nursery employs nine members of staff, all of whom hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children benefit from healthy choices at snack time with a choice of drinks including milk and low sugar squash. They are beginning to learn about healthy eating as older children have discussions with adults about food which is good for you. Main meals are provided by parents and agreements are reached with parents for alternatives to be given if children do not eat their meal. Drinks are made routinely available to children and they have access to water at all times from the water dispenser, promoting children's health and independence.

Children are learning about the importance of a healthy lifestyle through taking part in regular physical play opportunities. They have opportunities to develop their physical skills whilst running, pedalling and pushing toys when using the outdoor play space and also have opportunities to practice their skills in climbing and balancing, through use of equipment at the local play area.

Children develop good personal habits. Staff encourage and remind children to wash their hands after toileting and children follow familiar routines of washing their hands before snacks and meals. Older children also learn about the importance of good hygiene, as adults talk to children about why they need to wash their hands before having their lunch.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from being cared for in secure premises where adequate attention is paid to promoting security and supervision of the children. Security with regard to access to the building is well supervised as visitors to the premises have to be allowed access by a member of staff to gain entry. Staff supervision and secured fencing maintains children's security when making use of the outdoor area.

Children are learning about some aspects of personal safety through discussions with staff about safe practices, for example staff remind children about not running around the room, discussing with them that they may have an accident or may hurt themselves. Fire drills are completed regularly with children, which helps them to learn about keeping themselves safe.

Children's safety is generally promoted as staff complete checks using a checklist designed to identify some hazards on a daily basis. Action is then taken to minimise

hazards highlighted, for example if it is identified that items are broken, they are discarded and replaced. However the daily checks lists are not comprehensive and staff overlook additional hazards that are not listed. As a consequence hazards are accessible to children in the outdoor play area and the side entrance, which is also used a fire exit. This presents risks to children.

Care and consideration is given to maintaining toys and resources in good condition. Organisation of play space in the play rooms allows children adequate space to move around safely.

Staff have a suitable understanding of their role in relation to child protection. Children's welfare is promoted as staff know who to report their concerns to, and procedures to be followed, when referring concerns to external agencies.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from good interaction with the staff, who assist the children and largely support their play and learning effectively. Younger children are given freedom to explore and have increasing opportunities to independently access a wide range of resources.

Staff are still becoming familiar with the 'Birth to three matters' framework but are increasingly improving their knowledge and awareness. Staff use a range of resource documents which they refer to when planning children's play and learning experiences. This enables them to provide young children with the experiences to aid their development.

Funded education.

The quality of teaching and learning is good. One member of staff has the main responsibility of the task of formulating plans for children's learning. Plans completed detail learning intentions for children linked to stepping stones and early learning goals. Staff demonstrate a sound knowledge of the foundation stage curriculum and children are making progress towards the early learning goals in all areas of learning. However plans for children's learning do not clearly demonstrate how children attending on a part time basis are provided with the same level of experiences as children attending throughout the day.

Staff make use of planned and spontaneous opportunities to make observations of children's involvement in activities. Observations are made of children's achievements and ability; and assessments are completed, which are used to inform future planning.

Children have good access to books which they learn to handle with care. They have good opportunities to use their senses through access to play materials such as sand, water, papier-mâché, corn flour and play dough, alongside planned opportunities to take part in activities such as smelling herbs and plants and feeling textures of natural and synthetic materials. Children use their imagination, for

example after listening to the story of 'The Bear Hunt'. They act out the storyline using facial expression and moving their body to demonstrate the effort and actions required to 'get through the mud' and 'make their way through the long grass'. There are good opportunities for children to recognise numbers and to use numbers in practical situations.

Plans for learning and daily routines detail a wide range of activities organised for children to take part in. Children have some access to choice as the timetable allows for periods of 'children's choice', this allows for a degree of independence but does not give children sufficient freedom to follow their own ideas and initiate their own learning.

Children have good opportunities to explore features of the local environment such as visits to the post box, local shops and the library. The outdoor play space and the open space of the local park are used to develop children's interest in the natural world, for example, they have opportunities to find and look at mini beasts and take bark rubbings from large trees in the park.

### **Helping children make a positive contribution**

The provision is good.

Children build strong relationships, they show consideration and affection for one another, for example children greet one another on arrival, saying good morning and often share a hug. Staff encourage children to have regard for one another, they learn to listen to each other and take turns such as at group time when staff ask children in turn 'how they are', and 'how they are feeling'.

Children are well behaved and respond to requests staff make of them, they are aware of the routine and know what is expected of them, for example children help to tidy up toys after they have finished playing with them and sit as a group when requested, such as at story times. Children's confidence and self-esteem is well fostered, they receive praise for their efforts. For example children receive praise for their ability when counting and their recognition of shapes. Children's behaviour and achievements in the group is further acknowledged by the use of stickers on achievement charts. Stickers are awarded to recognise a range of positive behaviours such as achievements during activities, being helpful and displaying kindness to other children. Children's spiritual, moral, social and cultural development is appropriately fostered.

Children have opportunities to compare aspects of their home life with that of others and for staff to offer explanations in respect of the world around them. They develop awareness of their local community through outings in the local area and through following identified themes of learning. For example long term plans detail the theme of the local environment, activities are then planned related to this theme to give children opportunities to explore and investigate their local environment. They have access to a good range of resources and activities that promote positive images of disability, race, culture and religion. Children take part in activities such as tasting Caribbean and Chinese food, celebrating or acknowledging Christmas, Easter, Diwali and Eid. They have experienced displays of Asian dancing and have looked at the

experiences of others by taking part in activities related to disability awareness, such as wearing blindfolds when threading, wearing spectacles and using wheelchairs. This assists in promoting children's understanding of diversity and the wider world.

Partnership with parents and carers is good. Parents have good access to information regarding policies and procedures and they are able to share information about their child, which promotes consistency of care. There are good processes in place to keep parents well informed about the learning programme. Parents are aware of the activities children are involved in and the range of experiences available to them, through verbal information shared by staff and written and photographic information that is readily accessible to them. They are kept informed of the progress their child makes in the group through attending parent's evenings or consultation meetings and through information recorded in their child's daily routine book. Homework packs are taken home for children to complete with their parents; this provides parents with information about plans for children's learning and assists them to contribute to children's learning and development in the home.

## **Organisation**

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides. Documentation is generally well organised and stored securely. Policies and procedures underpinning the care provided in the group, and required documentation, is in place including, staff, parents and children's information and records of attendance, however records of staff attendance are not always up to date with the required information.

Organisation of the areas used by pre-school children does not comprehensively allow children freedom to explore and investigate the environment.

The leadership and management is satisfactory. The management supports staff by providing them with the time to formulate plans and by over-viewing the planning process. Procedures are in place to identify staff training needs, offer staff support, regular in-house training and access to external training courses. In order to improve the quality and standard of the nursery education, support has been sought from external agencies. The group is currently taking part in a quality assurance scheme which will enable the staff group to further identify strengths and weaknesses and take action to address any weaknesses identified.

## **Improvements since the last inspection**

At the last inspection, the provider was asked to: make the operational plan available to parents; provide children with more opportunities to make choices at mealtimes; update the special needs policy to have regard for current guidance and update the behaviour management procedure in line with current guidance. Action has been taken to address these recommendations. The operational plan was made available to parents, strengthening the sharing of information about the provision which enhances the parental partnership. Children now have packed lunches provided by

their parents for their main meal at lunch time. In agreement with parents alternatives are offered if children do not eat the meal provided. In order to update the special needs policy and behaviour management policy the provider has taken guidance from support agencies and identified staff have received training. As a result steps have been taken to promote children's welfare more effectively.

### **Complaints since the last inspection**

The provision is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those known to Ofsted. There has been one complaint made to Ofsted since the last inspection. Concerns were raised regarding inappropriate staffing ratios, lack of qualified staff and staff changes. These concerns relate to National Standard 2: Organisation. Ofsted asked the provider to investigate and report back within 10 working days. It was identified from the information received from the provider that the staff and children's registers were not accurate and Ofsted had not been informed of staff changes. The provider has made amendments to the registers and will monitor all recording to ensure accuracy. Details of all staff including qualifications were made available to Ofsted and the provider agreed to inform Ofsted of all future staff changes. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern, and the provider remains qualified for registration.

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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):

- improve how risk assessments are completed to ensure that hazards are adequately identified by staff and action is taken to minimise risks
- improve procedures for recording staff attendance in the group ensuring that records provide an accurate reflection of staff in attendance.

#### **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):

- improve planning to demonstrate how children who attend on a part-time basis are provided with the range of experiences available to other children attending full-time
- further improve the learning environment to provide children with more opportunities to explore, experiment, plan and make decisions for themselves; and provide more balance between spontaneous play and activities planned by adults, enabling children to have more opportunities to initiate their own learning with support from adult interaction.

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