



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309354

DfES Number: 518251

INSPECTION DETAILS

Inspection Date	20/01/2004
Inspector Name	Ann, Theresa Flynn

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kindercare
Setting Address	1 - 5 Emily Street Lostock Hall Preston Lancashire PR5 5SZ

REGISTERED PROVIDER DETAILS

Name	Kindercare Childcare Centres 3895685/3837257
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ORGANISATION DETAILS

Name	Kindercare Childcare Centres
Address	The Rom Building, Eastern Avenue Lichfield Staffordshire WS13 6RN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

This Day Nursery is part of a chain of day nurseries located across various parts of the North West region of England. Kindercare Lostock Hall is an establishment registered to provide child care for 37 children aged between three months and five years each weekday between 07:30 and 18:00. Of these 37 children no more than 21 may be under three and of these 21 no more than nine may be under two.

The nursery closes only during public and bank holiday periods and offers both full and part time places according to availability and waiting lists. Children are grouped according to age with the youngest children who are under two accommodated in the baby unit which is contained within the main nursery environment.

A full time nursery manager is employed who heads a staff team of 9 Nursery Nurses, 6 of which are qualified and 3 of whom are working towards child care qualifications. A cook is employed to prepare the freshly cooked meals and snacks with individual children's needs and parents wishes catered for.

An enclosed and secure outdoor play area to the front of the premises is available.

The facility is registered to provide Nursery Education for eligible three and four year old children and presently there are 22 funded children 13 of which are funded 3 year olds. Teacher support is available from a trained Early Years teacher.

How good is the Day Care?

The quality of care provided at Kindercare Lostock Hall is good.

The staff work well as a team and are conscientious. There is an effective management structure. Policies and procedures are set out in clear, well-maintained documentation that includes most of the essential requirements. Staff understand their roles, responsibilities and the daily routines.

The children, including those with special needs, are safe and well cared for.

The nursery has a good range of resources suited to children of different ages. The teaching is generally effective and ensures that most children make appropriate progress. There are aspects of learning and teaching that could be improved.

Partnership with parents is good. They are kept informed about their children and the work of the nursery.

What has improved since the last inspection?

Following the last inspection there were 6 actions listed all of which have received attention.

An action plan has been devised to ensure the staff within the baby room have undertaken training for children under two. All vehicles used to transport children have an M.O.T. Certificate. Advice was sought from the Fire Authority regarding smoke detection. Child Protection training has been undertaken by staff.

Parents are provided with information regarding child protection and there is a procedure in place regarding allegations against staff.

Due to these actions being attended to the care and education of children has been enhanced.

What is being done well?

- Children with special needs are sensitively supported in the setting and on the whole staff work closely with parents and outside agencies in order to best provide for the children's needs.
- Children are encouraged to be independent - at snack and meal times, they are able to pour their own drinks, help to set the table for a meal etc thereby developing their self help skills on a daily basis.
- Children have access to a good range of toys and materials and their learning is promoted through activities based on themes. Activities provided for children offer both structured and free play opportunities and the interaction of staff helps to promote children's learning.
- Children are well behaved and respond well to direction from staff. Staff ensure they are good role models for children to follow and children are receptive to the praise and encouragement offered by staff.

What needs to be improved?

- documentation, the staff register of attendance needs to include arrival and departure times, the complaint policy needs to include the full address of OFSTED, consent should be obtained from staff for photocopying CRB forms and that any photographs to be used as evidence are dated
- drinks, ensuring they are readily available.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
8	Ensure drinks are readily available to children.
14	Review documentation to ensure, the staff register of attendance includes arrival and departure times, the complaint policy includes the full address of OFSTED, that consent is obtained from staff for photocopying CRB forms and any photographs to be used as evidence are dated.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The overall standard of education provided at Kindercare Emily Street is generally good. Children are making very good progress in personal, social and emotional development and generally good progress in the other five areas of learning.

Teaching helps children make generally good progress towards the early learning goals although staff need to select and emphasise to optimise the impact of planning. Staff's knowledge of the foundation stage enables them to plan a varied range of activities. However the staff need to plan further to help to extend the learning of the older more able children. Presently the children attending who have special educational needs receive the required amount of staff support in order to meet their individual needs.

Children are well adjusted socially, applying well- established routines to order their conduct and behaviour. They respond to staff's high expectations of their behaviour and staff are good role models for the children to follow.

The Manager and Deputy Manager oversees the operation of the setting and involves the relevant staff in the planning and delivery of the curriculum. Planning is to be reviewed ensuring the aspect, learning outcomes and methods all relate to achieve the desired outcome.

Partnership with parents is generally good and parents are well informed about their child's progress, however the knowledge of what children are learning at home needs to be formally recorded in order to plan for children's future development.

What is being done well?

- Children are interested, excited and motivated to learn, are well adjusted, applying well-established routines to order their conduct and behaviour for which staff provide good role models.
- Children interact, talk and negotiate with others and staff are active in developing and extending children's vocabulary.
- Children are beginning to use and say number names in familiar contexts, are using language to compare numbers and are beginning to relate addition to adding and subtraction to taking away.
- Children are well behaved and are receptive to staff's praise and encouragement.

What needs to be improved?

- communication, language and literacy ensuring opportunities are provided

regularly to develop children's writing and reading skills by linking sounds to letters and encouraging children to write names and or recognisable letters

- physical development which should include planned outdoor play with explicit learning outcomes
- planning which should include differentiation activities for the more and less able children and should include appropriate strategies for effective evaluation of the activities and overall curriculum
- assessments/profiles which need to include the next steps in children's learning and parents comments about children's learning at home.

What has improved since the last inspection?

Since the last inspection the setting has;

developed weekly plans which cover all six areas of learning, developed a daily format which includes structured and free play activities,

and planned for regular mathematical focused activities which cover all aspects of this area of learning.

Due to these actions being implemented the education of the children has been enhanced.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn, are confident to try new activities and are beginning to speak in a familiar group. Children are beginning to form good relationships with staff and with their peers and are able to work as part of a group. Children's independence and self care is being developed by the many opportunities provided by staff for children to develop their independence. Children are well behaved and respond to the praise and encouragement offered by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have opportunities to interact and talk, negotiate with others and extend their vocabulary. Children use talk to explore and organise real and imagined experiences. Staff interacted well with children and used language to make children think. Children need to be provided with more opportunities to write their names and recognisable letters and provided with more opportunities to read a range of familiar words to help children to begin to understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff used language to compare numbers, children counted confidently and are beginning to recognise written numerals. Number songs and rhymes were used to develop number in a familiar context. Opportunities are provided for children to calculate, compare number and to begin to describe and compare shape and size and recreate simple patterns. Staff missed opportunities to develop children's mathematical thinking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to investigate materials and living things. Children are beginning to understand events that happen and are beginning to develop a sense of time and place. Children are beginning to know about their own cultures and beliefs and those of other people. Children had use of I.C.T. equipment however they could be provided with more access to programmable toys. Children are provided with opportunities to build and construct using a range of materials to design objects.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with control and are beginning to show awareness of space. Children are beginning to use tools and equipment with increasing control and are provided with opportunities to use a range of small and large equipment. Outdoor play needs to be planned with specific learning objectives to further develop children's physical development.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have the opportunity to explore colour and shape in two and three dimensions. Children are beginning to sing simple songs from memory and have the opportunity to use musical instruments. Children are provided with many opportunities to use their imagination through art, design and during role play.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the area of learning for communication, language and literacy ensuring opportunities are provided regularly to develop children's writing and reading skills by linking sounds to letters and encouraging children to write names and or recognisable letters.
- Improve the area of physical development ensuring outdoor play is planned within the curriculum with explicit learning outcomes.
- Ensure planning includes differentiation activities for the more and less able children and includes appropriate strategies for effective evaluation of the activities and the overall curriculum.
- Ensure children's assessments include the next steps in children's learning and parents comments about children's learning at home.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.