



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 127117

DfES Number: 530447

INSPECTION DETAILS

Inspection Date 23/02/2005
Inspector Name Julie Steeples

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Club 4 Kids Childcare
Setting Address Fitzgerald Avenue
 Herne Bay
 Kent
 CT6 8NB

REGISTERED PROVIDER DETAILS

Name Mrs Kerry Lee Booty

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Club for Kids Childcare opened in 1998. The setting is open from 0900 to 14.45 in the nursery, and from 0900 to 15:00 in the pre-school. It operates from three pre-fabricated units in the grounds of a school in Herne Bay. The setting serves the local and surrounding community.

It opens 5 days a week during school term times. It offers a holiday play scheme during all school holidays, apart from Christmas. There are currently 66 children from 2 years to 5 years on roll. This includes 26 three year olds and 13 four year olds in receipt of funded nursery education. Children attend for a variety of sessions. The group currently support 7 children with special needs and 1 child who speaks English as an additional language.

There are currently eleven staff who work with the children. One member of staff serves lunches for the children. There are eight staff with appropriate early years qualifications. Two members of staff are currently in training.

The group is a member of the Pre-School Learning Alliance (PLA) and receives support from the EYDCP.

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

How effective is the nursery education?

The quality of nursery education offered by Club 4 Kids Childcare is acceptable and of good quality overall, with some very good aspects evident. Children are making generally good progress towards the early learning goals

The quality of teaching is generally good. Staff have a secure understanding of how children learn, and plan a good variety of interesting practical activities covering all areas of learning. In some areas, though, opportunities could be extended for older and more able children. Children recognise their names, but there are limited opportunities for them to develop independent writing skills or link sounds to letters in everyday activities. Children listen attentively to stories, but the organisation of the book corner used by older children does not encourage them to choose books to read spontaneously. Effective systems are in place to support children who have special educational needs or English as an additional language. Assessment is effective, and children's progress and achievements are well tracked.

Leadership and management is generally good. The manager has worked hard to develop a strong and enthusiastic team. They have clear roles and responsibilities, but systems to review, evaluate and monitor the effectiveness of the educational programme are not yet formalised.

Partnership with parents and carers is very good. The staff greet the parents warmly and provide them with good information about the curriculum. Clear records of the children's development, supported by photographic evidence, are kept and regularly shared with the parents.

What is being done well?

- The interaction between staff and children is of a high quality and this has a positive effect on learning. Children's individual achievements and personalities are valued, helping them to feel good about themselves.
- Staff are skilled at helping children make very good progress in their personal, social and emotional development. They are particularly good at building children's confidence, independence and social skills. The manager has a clear vision and a strong commitment to providing good quality care and education for all children. Staff have good opportunities to develop their skills through training.
- Staff manage children well and have high expectations for behaviour. Staff value, praise and reinforce good behaviour, helping children to understand what is expected of them. As a result conduct is good.
- Staff develop good relationships with parents. They offer a welcoming environment and take time to exchange information. Partnership with parents

and carers contributes well to the children's learning and well being.

What needs to be improved?

- extend the system for regularly monitoring and evaluating the effectiveness of the educational programme.
- extend the challenges set for more able and older children.
- develop the organisation of the reading area for all children so that they can actively use and enjoy books.
- extend opportunities for children to develop independent writing skills and to link sounds to letters within the daily routine.

What has improved since the last inspection?

Generally good progress has been made in addressing the key issues arising from the last inspection. Two areas for improvement were identified. These related to developing the format of children's records to include more use of the stepping stones to show the stage of learning; and the use of the book corner by children and staff. The children's individual development files have now been extended to cover in depth all areas of learning. They include regular observations of the children, and photographic evidence showing achievements and progress. They are now effectively used by staff and shared with parents. The book corner in the room used by younger children is now well used. Children choose and enjoys books independently, or share them with their friends. The organisation of the book corner in the room used by older children does not encourage them to choose books to read spontaneously. This remains a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settled and well behaved. They are confident, interested learners, eager to try new experiences. They form good relationships with adults and other children. They are kind and considerate, helping younger children to change boots, and showing concern when a child becomes unwell.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and listen well at story time. They can explain their ideas, for example, when discussing 'stomping' in the snow. They recognise their own names and those of their friends. There are missed opportunities to link sounds to letters, and for older children to develop independent writing skills, and use the book corner spontaneously.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently, and in daily routines they recognise colour and shape. They are developing an understanding of size, and can recreate simple patterns using bears. Children are beginning to develop simple ideas of addition and subtraction. There are missed opportunities for counting and problem solving in everyday practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children participate enthusiastically when exploring and investigating the changes and patterns in freshly fallen snow. They are curious and well motivated to question why things happen and how things work. They skilfully design and construct models of dinosaurs and bracelets for their friends. They use technology well to support learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, showing control and co-ordination while climbing, balancing on and travelling through equipment. Fine manipulative skills are developed well as children display very good dexterity when cutting, sewing and using cutlery. They learn about personal hygiene and healthy eating through topic work and discussions.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children clearly enjoy role play, acting out and communicating their own ideas in the 'workshop' and while enjoying a 'picnic'. Staff provide good opportunities for children to respond to what they see and feel, and to use their own imaginations in art and design. They enthusiastically enjoy singing and music making, matching movements to their music.

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

- extend the system for regularly monitoring and evaluating the effectiveness of the educational programme.
- extend the challenges set for more able and older children.
- develop the organisation of the reading area for all children so that they can actively use and enjoy books.
- extend opportunities for children to develop independent writing skills and to link sounds to letters within the daily routine.

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.