



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY152753

DfES Number: 533497

INSPECTION DETAILS

Inspection Date 05/03/2004
Inspector Name Susan Rogers

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kinder 2000 Private Day Nursery Limited
Setting Address 122 - 123 Livery Street
Birmingham
West Midlands
B3 1RS

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Kinder 2000 Private Nursery LTD
Address 122-123 Livery Street
Birmingham
B3 1RS

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

Kinder 2000 Private Day Nursery opened in 2001. It operates from converted retail premises at the junction of Constitution Hill and Livery Street in Birmingham City Centre. The nursery predominantly serves parents who work in the city centre.

There are currently 22 children from 6 months to 5 years old on roll. This includes 7 funded 3 year olds and 2 funded 4 year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 08:00 until 18:00.

Seven full time and two part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards NVQ level 3 early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Kinder 2000 Private Day nursery offers good quality care for children. The premises are pleasant and welcoming to parents and although there is no designated outdoor space there are arrangements for the nursery to use local parks, museums and a local school's outdoor area. Toys and resources are varied, are of good quality and there are sufficient to meet the needs of the children that attend. Storage ensures that children have easy access to the toys and equipment. Organisation ensures children are cared for within age specific groups. Documentation is comprehensive and well-presented with children's details being stored securely.

Children enjoy a relaxed and caring relationship with the staff. Staff support children's play and learning by being actively involved in all of their activities and are confident in challenging the child's interests and abilities. Children enjoy a one to one ratio during some of the organised activities. Staff have a good knowledge of the

individual needs of the children and have appropriate knowledge of special needs and can apply this to practical activities. Resources and toys present children with positive image of culture and race, however, there are limited resources that give positive image of disability. Children behave well and staff are very effective at promoting caring and positive behaviour. Staff meet any challenges with tact and sensitivity.

The premises are generally safe. Staff are vigilant of safety through supervision and their understanding of the capabilities of children. The security arrangements for access to the building are effective. Most of the hygiene routine can prevent infections. Staff are considerate and caring towards children who become ill whilst at nursery. Staff have a good awareness of child protection procedures.

Partnership with parents is effective. Parents enjoy a relaxed relationship with staff and are confident in the feedback and shared information on their child.

What has improved since the last inspection?

Not applicable as this is the first inspection.

What is being done well?

- Partnership with parents is very effective. Parents are warmly welcomed into the setting by staff that are pleasant and caring. Parents place much confidence in the information that is given to them on verbal and written basis on the progress of their child.
- Children behave well staff are skilled at explaining to children why behaviour is unacceptable and praise children's positive behaviour. Staff work alongside children at all times and present children with positive role models. Staff meet any challenges that children present with tact and sensitivity.
- Children enjoy a relaxed and caring relationship with the staff. Staff support children's learning by being directly involved with the children's activities and offer a one to one support for some of the activities. Activities are challenging for the children and exploit their existing interests.

What needs to be improved?

- hygiene routines regarding the use of communal hand towel for staff in the children's bathrooms
- toys and resources that give a positive image of special needs
- safety procedures regarding staff taking hot drinks into the children's care rooms.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

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
6	Review health a safety procedures to ensure that children are not at risk from hot drinks being brought into the care areas whilst children are present.
7	Review hygiene procedures regarding hand-drying facilities for the staff.
9	Ensure that children have access to toys and resources that a give a positive image of special needs.

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

How effective is the nursery education?

Kinder 2000 Private day nursery offers good quality provision where children are making generally good progress towards the early learning goals.

Children are making very good progress in the areas of mathematical and creative development and knowledge and understanding of the world.

The quality of teaching is generally good. Teaching styles are very enthusiastic and teachers are skilled in asking children well chosen questions that challenges their thinking and knowledge. Teachers have a good understanding of the individual educational needs of the children.

Planning is detailed and children's assessments are used to inform future planning. Although children's assessments are plotted against the stepping-stones they do not give a summarised account of what children have achieved. There are currently no children attending the setting that have English as a second language nor are there any children that have special needs, however there is a good support system in place to ensure needs are met.

Leadership and management is generally good. The management structure is comprehensive. Delegation of different roles allows all managers differing elements of responsibility. There is a strong commitment towards staff development, and staff training is thorough. The nursery coordinator is a maths specialist and promotes staff's greater understanding of the teaching of mathematics within the setting through training and hands on practice.

Partnership with parents and carers is very good. The prospectus and noticeboard is informative and parents enjoy good support and are well informed of their child's progress in relation to early learning goals. Parents are encouraged to participate in their children's learning through staff offering useful advice, and exchanges of information is relaxed yet informative.

What is being done well?

- The programmes for mathematical development and knowledge and understanding of the world are very comprehensive. Staff have a good understanding of how to deliver the curriculum through a variety of interesting practical activities that are both interesting and stimulating for the children.
- Partnership with parents is very effective parents are well informed of the progress their child is making through informal chats and their access to their child's assessments.
- Staff are skilled in asking children questions which challenge their thinking and encourage them to consider their answers, drawing on children's

previous knowledge, and where applicable presenting them with new information.

What needs to be improved?

- children's assessments so that this provides a summary of child's achievements.
- opportunities for children to experience and use more expansive and complex language.
- children's understanding of the concepts of healthy eating and physical changes that occur whilst exercising.

What has improved since the last inspection?

Not applicable as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are generally independent they are able to organise their own resources through tidying up and have developed some good self care skills, there are however limited opportunities for the more able four year olds to prepare their own snacks at mealtimes. Children are well motivated and enthusiastic when approaching their activities. They are aware of and able to talk about their own and the needs of others. They are considerate and recognise that they need to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have a good understanding and appreciation of the purpose of literature and text through their frequent reference to books and other reading. They speak well and with confidence and are able to describe varied experiences using narratives, although there could be more opportunity for more able children to increase the use of expansive language in general conversation. Most of the children are confident in writing their names and they are able to link initial vowel sounds with words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count up to 20 and relate this to practical events. They have an understanding of calculation and are beginning to appreciate the concepts of subtraction and addition through a variety of well chosen activities. Children can recognise shapes and are able to use this knowledge to help understand more complex play activities. They are able to use mathematical language to describe and compare position size and quantity and can use this knowledge in practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are skilled at constructing three-dimensional objects using a wide range of materials. They are confident in using several aspects of technology to support their learning, are knowledgeable and can discuss their own and other's lifestyles. Children are able to extend their knowledge through their curiosity and by asking considered questions about unusual events. There are several practical opportunities for children to experience and understand different cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are well coordinated and can hop, jump and run with good control. They are adept at using large equipment such as climbing frames and hoops. Children have good manipulative skills and are proficient when using smaller equipment. They have a good awareness of their own space and are confident yet mindful of other children when moving around the room. However there are limited opportunities for children to understand the changes that occur in their bodies when exercising.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children respond in spontaneous ways to music and dance. They are skilled at matching their own musical accompaniment with percussion instruments to songs and understand the concept of matching beat to music. Children are imaginative in using a variety of resources to create structures and impressions. They respond well to role-play and are confident in expressing their preferences.

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

- ensure children's assessments provide a summary of child's achievements.
- increase staff's knowledge of how to use everyday activities to provide more opportunities for children to experience and use more expansive and complex language.
- provide more opportunities for children to understand the concepts of healthy eating and physical changes that occur whilst exercising.

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.