



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 322383

DfES Number: 517175

INSPECTION DETAILS

Inspection Date	24/01/2005
Inspector Name	Linda McLarty

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kindergarten Day Nursery
Setting Address	6 Ashton Drive Hunts Cross Liverpool Merseyside L25 0NP

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Paula Moss / Julie Williamson
Address	6 Ashton Drive Hunts Cross Liverpool Merseyside L25 0NP

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

Kindergarten Day Nursery opened in 1987 and operates from three rooms on the ground floor of a large house in a suburb of Liverpool. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.30 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

They also have a small front garden and an area at the side of the house which the children can use for play.

There are currently 21 children aged from birth to under 5 years on roll. Of these six children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs, and can also support children who speak English as an additional language, although none attend at present.

The nursery employs five staff. Four of the staff, including the managers, hold appropriate early years qualifications. No staff are working towards a qualification.

How good is the Day Care?

Kindergarten Day Nursery provides good quality care for children. All staff hold a relevant childcare qualification and are clear about their roles, including their key-worker responsibilities, which helps the children to feel secure and settled. Managers work with the children, and all staff access much training to improve the service they offer. A comprehensive set of policies covers all aspects of provision and sets a framework for good practice, lacking only in procedures to secure parental consent before staff administer medication.

The children learn through play in exciting, multi-sensory activities in well -structured programmes. The younger children follow the 'Birth to Three Matters' curriculum and the older children the 'Foundation Stage' curriculum. The children are learning

appropriate behaviour because staff consistently model kind and courteous behaviour, and give clear guidance. Staff care for children as individuals and offer very good care for children with special needs, focussed on the revised Code of Practice.

Most aspects of the health and safety standards are addressed well, but staff are still working towards effective risk assessment of all security and safety issues. To foster independence skills, older children cross the hall to use the toilet unaccompanied, but may be tall enough to leave the premises unsupervised, despite the roving CCTV camera. All children need staff help to manage the step to the garden from the pre-school room. Some children can reach unprotected glazing. High priority is put upon the children drinking water on a regular basis, but some of the diet relies heavily on processed food, although good progress has been made in increasing the amount of fresh fruit.

The partnership with parents is good. Notice boards, newsletters, access to individual development records, photographs and daily conversations inform parents well about the provision and about their children's developmental progress.

What has improved since the last inspection?

In the previous inspection the setting was required to address the following actions:

Draw together documents and policies required for the operational plan and keep together in one file.

Include in the operational plan a procedure for a parent failing to collect a child or a child being lost, and make this plan available to parents.

Introduce a key person system.

Make dangerous substances in kitchen inaccessible to children.

Keep records of risk assessments.

Produce a written policy for sick children.

Keep written records of babies' food intake for parents.

Nominate a member of staff within the setting who will have the responsibility for behaviour management issues.

Nominate a member of staff who will be responsible for liaison with child protection agencies in any child protection situation.

All documents are now compiled into the operational plan, including a procedure for a parent failing to collect a child or a child being lost, a written policy for sick children, risk assessments, details of the key person system, and the names of staff with lead responsibility for behaviour management and child protection. Staff have

been trained to support these key roles. This plan is made available in the hall for parents.

Any dangerous products such as cleaning materials are kept in a childproof locked cupboard in the kitchen and are inaccessible to children. Staff working with babies now record their daily food intake in diaries which are shared with parents. The risk assessment is completed annually, and although management are still researching ways of addressing problems such as the step between the garden and the pre-school room, the risk assessment did not pick up other potential risks identified in this report.

The setting has made good progress in addressing the actions set in the previous inspection, with beneficial effects upon the way the setting meets the National Standards.

What is being done well?

- Children enjoy a carefully planned range of activities which supports their overall development very well. Older children are confident in making choices and relate well to adults and peers. Children of all ages have frequent opportunities to play outside, and staff use this time well to help them make good progress in their physical development, and experience large scale play and learning activities using a good range of challenging equipment and resources, on a safe, impact-resistant surface.
- Children aged from birth to two are supported well to access many toys and activities including treasure basket play, gloop, making patterns with sensory materials such as yoghurt and jelly. The manager working with this group has a good understanding of "Birth to Three Matters" and is using this as an effective planning tool to develop the programme for younger children.
- Children have access to an excellent range of books, toys and resources which reflect a diverse society, and management are committed to developing their stock, and encouraging staff to access training to help them use items such as the Persona doll to help children learn about the needs of others.
- Children with special needs are integrated well into the provision and their support is very effectively focussed upon the revised Code of Practice by staff who have a good understanding of the benefits of liaising closely with parents and other professionals.
- Children learn to behave well because staff model kind and courteous behaviour and give clear guidance.
- The managers are committed to ongoing improvement, and liaise effectively with external sources of support such as the EYDCP teacher support service, and the area special needs coordinator. They encourage all staff to access training to aid their professional development and improve the practice with the children, and have recently reviewed the documentation to meet the requirements of the National Standards.

What needs to be improved?

- the arrangements for unaccompanied children visiting the toilet to ensure that they can not leave the premises or enter the kitchen, and security arrangements regarding the gate in the front garden
- the safety of some accessible glazing, for example, in the baby room, and the arrangements regarding the step to the outside play area from the pre-school room, which can get very slippery and which children are unable to use without adult help
- the arrangements to ensure availability of evidence that gas and electrical installations continue to meet safety requirements
- systems for obtaining written permission from parents before administering medication to children and systems to ensure that all medicines are clearly labelled with the user's name
- the amount of fresh produce in the diet.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no previous complaints to report from 1st April 2004.

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
4	Review arrangements for older children visiting the toilet unaccompanied to ensure that they can not leave the premises or enter the kitchen, and review security arrangements regarding the gate in the front garden.
6	Make sure that low-level glass panels are safe or inaccessible and make

	safe the drain in the rear play area, and the step to the outside play area from the pre-school room.
6	Secure written evidence of gas and electrical installation safety checks and make these available as evidence that appliances, installations and fittings meet safety requirements.
7	Obtain written permission from parents before administering medication to children and ensure that all medicines are clearly labelled with the user's name.
8	Review the diet to increase the amount of fresh produce and reduce the amount of processed food.

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

How effective is the nursery education?

Kindergarten Day Nursery offers high quality nursery education where children are making very good progress towards the early learning goals in all areas of learning. Staff carefully plan an exciting programme of activities in which children learn through active play both inside and out, using a very good range of quality resources. Children practice mark making and can recognise the name and sounds of many letters. They solve practical mathematical problems of number, space and measure during the routine and in planned activities.

Children listen carefully to a range of sounds using good quality equipment and sound games. They have regular opportunities to make progress in climbing and balancing skills, use a computer to support their learning and learn about a diverse society. They behave well in response to staff's good guidance.

The quality of teaching is very good. Informed staff interact very well with children, with well- explained praise used effectively to foster self esteem. Support for children with special needs is very good, with effective liaison between parents, staff and external professionals. Children are becoming confident, curious learners because staff model an inquisitive attitude to learning, and plan activities well. They adapt the very limited space to ensure even coverage of all areas of learning.

The partnership with parents and carers is very good. Once enrolled, parents receive good quality written and verbal information about the educational programme and how to support it at home. They receive detailed information about their children's achievements and progress in written assessments and informally.

The leadership and management of the setting are very good, and have a clear vision for continual improvement and welcome external input towards this. Management work alongside staff every day, which facilitates effective addressing of weaknesses, such as using the limited space well to promote all areas of learning.

What is being done well?

- Staff use their very good knowledge of the Foundation Stage, and how young children learn, to plan an interesting programme in which children make very good progress in all areas of learning. Management develop staff knowledge and skills well by encouraging all staff to access training, and are excited about continually improving the educational programme.
- Children behave very well because staff explain their expectations, and reasons why praise is given, and why some behaviours are unacceptable. Staff consistently model kind and caring behaviour to the children, who copy their good example.
- Children communicate confidently, and are making very good progress

towards early reading and writing skills. Staff model correct speech, encourage children to think through their ideas, and give relevant play opportunities to make marks, link sounds and letters and learn new words such as "origami". Well-told stories encourage a love of reading, and children are learning to recognise their names and some simple words.

- Children use their emerging mathematical knowledge to solve simple problems such as matching and extending patterns, counting and comparing numbers of playing cards, and making different sizes of beds for the three bears. They can name and talk about characteristics of shapes, and experiment with shape during origami paper folding activities.
- Children are developing a very strong sense of time, place and community because staff systematically promote this in the activities offered, such as checking how long until tidying up time, discussing past, present and future events, and planting out containers for the local community centre, or decorating the lower branches of the local community Christmas tree.
- Children are learning basic computer skills, and how to operate the tape recorder, and to understand about the cultures of others in projects on Divali, and Chinese New Year.

What needs to be improved?

- the way staff exploit naturally occurring opportunities to help children learn about health, and about changes to their bodies when active.

What has improved since the last inspection?

The setting has made generally good progress in addressing the key issue from the last inspection, in which they were required to ensure that all staff attend relevant training and develop their knowledge of the early learning goals and relevant stepping stones, and to use this knowledge to inform planning, assessment records and the information about the educational provision which is given to parents.

Staff working with funded children have greatly benefited from the training they have attended, and have improved their planning and assessment systems, which are now firmly focussed upon the stepping-stones to the six areas of learning. The information about the educational provision which is given to parents is very detailed once their children are enrolled in the pre-school group, but written information given to parents prior to children joining this group is still being developed, and would not offer parents sufficient information with which to make an informed choice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave well because staff manage behaviour effectively with clearly explained reasons and consequences, and realistic expectations. Staff develop children's self care skills well by encouraging them to tidy up, dress themselves and attend to their own toilet needs. The calm but interesting learning environment encourages them to be excited about learning and to concentrate well in adult led or self-chosen tasks. The children are encouraged to feel part of the local community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children can identify many letters by shape and sound, and chat constantly to staff and peers during activities such as acting out familiar stories. Sometimes staff fail to leave sufficient time for children to answer questions. Children are learning to enjoy books, using a good selection of quality fiction and non-fiction, giant books and a listening station. Children are encouraged to write their names on their work, and are starting to learn to write some correctly formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count up-and-down to ten in rhymes, and compare quantities of cards during card games. Practical activities promote children's counting well, and help them to identify numerals. Children are able to solve simple problems of calculation, addition, subtraction, pattern, shape and measure. Staff plan well to promote all aspects of mathematical development in meaningful and relevant practical play. Good-quality mathematical equipment is used well by staff to promote pattern making.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children copy the staff's enthusiasm for learning about the world. They are developing a good sense of time in conversations about their home life and nursery routine. The limited space prohibits an interest table but staff bring in items such as conkers for children to draw. Topics such as Divali, and quality resources which reflect a diverse society, help children learn about the needs and customs of others. They use various construction kits well, and are learning to use a computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical development is fostered well using a good range of quality large and small equipment, various tools, malleable materials and construction kits. They make good progress in climbing and balancing skills on challenging equipment. Staff do not always exploit opportunities to help children learn about health and changes to their bodies after exercise. Good organisation of movement to music means that children are learning to express themselves imaginatively.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children experience a wide range of materials and techniques, and become engrossed in expressing themselves creatively during art and craft sessions such as printing, collage and model making. Sound games are used well to help children listen carefully and explore rhythm and patterns in sound. The small room restricts the children's access to role play, but staff compensate well by planning activities to encourage children to act out stories such as "Three bears" or to play "shop".

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Provide more opportunities for children to learn about health and changes to their bodies when active.

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.