



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 322992

DfES Number: 530574

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Victoria Gail Halliwell

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kids.Com Private Day Nursery
Setting Address	Throstlenest Avenue Wigan Lancashire WN6 7AS

REGISTERED PROVIDER DETAILS

Name	Janet Gorton & Kim Marsden 3944676
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ORGANISATION DETAILS

Name	Janet Gorton & Kim Marsden
Address	Throstlenest Avenue Springfield Wigan Lancashire WN6 7AS

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

Kids.Com Private Day Nursery and Out of School Club opened in May 2000. It operates from a converted school building on the outskirts of Wigan town centre. The group serves the local area.

There are currently 41 children from 2 to 4 years and 20 school age children on roll. This includes 18 funded three year olds. Children attend for a variety of sessions. One child has identified special needs, the setting does not support any children who speak English as an additional language.

The setting opens 5 days a week all year round, from 08:00 until 18:00.

Twelve staff work with the children 9 have early years qualifications. Three staff are currently on training programmes. The setting receives support from an advisory teacher from Wigan Sure start.

How good is the Day Care?

Kid's.Com provides a satisfactory standard of care for children.

The manager and owners are committed to further improving the quality of daycare. The setting are participating in a quality assurance scheme and staff development is supported through training. Organisation is good and enables the setting to accommodate both under 5's and school age children within the two rooms available. Complex staffing rotas and clear systems for identifying children's attendance ensure that appropriate staffing levels are maintained throughout the day. Most written records are satisfactorily maintained.

Standards in respect of safety are generally satisfactory, improvements could be made to the existing risk assessments to further minimise risk to the children. Attention is required to ensure the procedure for administering medication is satisfactory. Mealtimes are valued as a social occasion, the staff are particularly knowledgeable about special dietary needs and these are carefully considered

during menu planning.

The children enjoy warm and affectionate relationships with the staff who know individual children well. Staff respond quickly to comfort or reassure children and are positive role models. They support children with identified special needs well. School age children have access to a broad range of activities and resources which they find stimulating and enjoyable. Opportunities for under 5's are often limited and do not sufficiently challenge or interest the children, many activities are adult led. Most play materials are inaccessible and do not generally reflect positive images of gender, culture, ethnicity or disability.

Partnership with parents is good. Parents and staff value the open and relaxed relationships and informally share information on a daily basis. Parents are well informed about the settings policies and procedures through discussion with staff and the parents information pack.

What has improved since the last inspection?

At the last inspection eleven actions were raised. Kids.com have completed each of these actions.

They agreed to keep records of children being looked after, their hours of attendance and details of staff looking after them. Records are now maintained which clearly show that appropriate staffing level are maintained.

An operational plan which includes operational procedures for outings and records of vehicles used has been developed. This is well implemented to ensure the effective day to day running of the setting and the safe conduct of outings.

A named deputy to take responsibility in the absence of the manager has been recruited.

Risk assessments have been completed, however this should be extended to further minimise risks to the children.

A record of visitors is now maintained to ensure staff can identify who has access to the premises whilst children are present.

Written parental consent has been sought to seek emergency medical treatment so that staff can act in accordance with parents wishes should a child require medical treatment.

A record of accidents and incidents is now maintained. All entries are signed by the parent to ensure they are informed of accidents or incidents.

A named person now has responsibility for behaviour management issues to ensure staff implement age and developmentally appropriate behaviour management strategies.

What is being done well?

- The operational plan is detailed and well implemented. It takes account of the changing service throughout the day when school age children occupy the preschool room for before and after school care.
- Staff value the relationships they have with both the children and their parents. They provide warm and loving care and are affectionate towards the children. They have relaxed and informal relationships with parents who routinely share information with them whilst dropping off and collecting their child.
- The out of school facility encourages children to have fun and relax after a day at school. Children are confident and settled within the group. They have formed good relationships with staff and talk happily about their school day or their plans for the evening.
- Staff support children with identified special needs well they work closely with parents and external agencies such as the inclusion worker or the diabetic nurse to ensure they give appropriate care and support.

What needs to be improved?

- The range of play opportunities available during the main play sessions, so that children have more regular access to activities such as free painting, sand, water, construction materials and imaginative play.
- Opportunities for children to access their own equipment and resources so they can make meaningful choices about the activities they engage in and how they extend their play.
- The current risk assessment to take account of children's access to the kitchen and the storage arrangements in the hallway.
- The system for administering medication to ensure parental permission is obtained before medication is administered.
- The provision of resources that reflect positive images of culture, ethnicity, gender and disability.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
7	Obtain written permission from parents before administering medication to children.	30/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Extend the range and balance of activities to further promote children's progress in all area's of their development.
5	Improve the accessability of toys and play materials.
6	Review the current risk assessment of the hallway and identify actions to be taken to minimize identified risks.
9	Ensure that children have an appropriate range of resources that promote equality of opportunity and anti-discriminatory practice.

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

How effective is the nursery education?

Kids.Com provides acceptable nursery education but has some significant areas for improvement. Children's progress towards the early learning goals in four areas of learning is limited by some significant weaknesses. Provision for children's physical and mathematical development is generally good.

The quality of teaching has significant weaknesses. Staff provide a limited range of activities and experiences which frequently fail to stimulate or engage the children. A basic toy rota is used and there is no provision for continuous access for example to the book area. Written plans make some links to the six areas of learning, however they do not differentiate between more or less able children and the same plans are generally used throughout the nursery. Staff complete observations of children and use this information to record their progress but they do not consistently monitor the progress of newly funded children.

Staff do not sufficiently encourage children to learn from direct experiences or set challenges for them, most activities are adult led. Staff often stop children expressing themselves freely for example confining role play to an area that is too small for the resources provided. Staff effectively develop the children's language skills by maintaining a dialogue with them. They use daily events to provide routine opportunities for children to develop their counting skills.

The leadership and management is generally good. The manager is committed to improving the service, she monitors staff practices through appraisal and is reviewing nursery practice's through a quality assurance scheme. There is not yet a rigorous system to monitor or evaluate the quality of teaching.

Partnership with parents is generally good. They are well informed about policies and generally exchange information verbally. Items are brought from home to support topics.

What is being done well?

- Children explore new ways of moving through a range of planned activities such as dancing, parachute games and completing an obstacle course. Specialist lessons are used to develop children's ball handling or swimming skills.
- Children have regular opportunities to practice and refine their counting skills during routine activities, such as registration time or counting the number of children who need cups at snack time.
- Staff are good at developing children's language, they initiate conversations with children and use their knowledge of individual children to encourage them to speak. Children are learning to listen to others.

- Parents are well informed of new topics and events that take place within the nursery. Many parents support their child's learning taking items from home for example collecting conkers to support the autumn theme.

What needs to be improved?

- The organisation of the learning environment, the range of play materials and experiences provided so that children's progress in all areas of learning is continually supported. For example continuous provision of the book area or ongoing opportunities for meaningful mark making.
- Opportunities for children to make choices about the activities they engage in and for them to learn through their own exploration and discovery.
- Planning to ensure planned learning intentions are developmentally appropriate and are based on assessments of what children know and can do.
- Opportunities for children to express themselves freely through creative activities, tactile experiences and imaginative play.

What has improved since the last inspection?

The progress made by the setting in response to the three key issues raised at the last inspection has been limited.

Staff now use everyday routines to develop children's counting skills, many children count confidently to 10 with more able children counting beyond 10. Registration time is well used as children count the number of children in attendance and make comparisons to see if there are more boys or girls. Planned opportunities to further develop counting skill are not fully exploited by staff.

Additional resources for number recognition have been purchased. However these are not routinely accessible or visible. Children do not have the opportunity to identify numerals for example on a number line or use mathematical resources such as rulers or measuring containers within the daily learning environment.

There is no evidence of action taken, to use information gained from the assessment of children's progress to inform future planning. Plans do not differentiate for more or less able children. Staff do conduct observations and state whether a child is ready to move on to the 'next step' but this information is not linked to the planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are learning the boundaries of the setting, they are given clear explanations by staff who are positive role models and encourage children to share. Children generally wait for direction from staff who lead most activities, they quickly become bored and move without purpose from one activity to another. They have insufficient opportunities to make choices and are unable to select their own resources to extend their play, such as using small world figures with construction toys.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children communicate effectively through speech, eye contact and gestures. Staff effectively promote children's language development, initiating conversations about family events and recent experiences. Children have restricted access to books. Story time is not well planned, children who are interested in stories are interrupted by others within the group. Children do not have sufficient opportunities for purposeful mark making for example making shopping lists during role play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Most children count confidently by rote to 10 or beyond, staff encourage children to count meaningfully during everyday activities such as registration. Children are learning about concepts such as height and size through planned activities such as measuring their feet. They are not sufficiently encouraged to identify shapes and make size comparisons during their play. Children do not have sufficient access to mathematical resources to consolidate what they have learn.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children's opportunities to explore and investigate are limited, staff provide specific experiences for children such as 'technology' sessions but do not encourage children to make their own discoveries at other times. For example a child is prevented from 'filling' their 'rain stick' with rice because 'it wouldn't work'. Children do not have sufficient opportunities to build or design using construction materials. Children are learning about their local environment through trips and visits.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently, they skilfully manoeuvre trikes around moving obstacles and balance carefully on two wheel scooters. Outdoor games with a large parachute encourage children to think about the effects of moving their arms. Children are exploring new skills through planned activities such as swimming or visits from the 'playmakers' to develop ball handling. They do not have sufficient opportunities to practice and refine their use of small tools such as paint brushes or scissors.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	<p>Children have planned opportunities to complete adult directed artwork such as collage and printing onto pre drawn shapes. They do not have regular access to creative materials and are not sufficiently encouraged to express themselves freely. Provision of sand, water and malleable materials is limited. Children become engaged in imaginative play but become frustrated by adult direction and boundaries which prevent them extending their play or using additional resources.</p>
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the organisation of the learning environment and the range of play materials and experiences provided so that children's progress in all areas of learning is better supported.
- Provide greater opportunities for children to make choices about the activities they engage in and for them to learn through their own exploration and discovery.
- Improve the current planning system to ensure planned learning intentions are developmentally appropriate and are based on assessments of what children know and can do.
- Provide greater opportunities for children to express themselves freely through creative activities, tactile experiences and imaginative play.

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.