



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 322382

DfES Number: 584285

INSPECTION DETAILS

Inspection Date 16/02/2005
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kidsworld
Setting Address 482 East Prescott Road
Liverpool
Merseyside
L14 2EH

REGISTERED PROVIDER DETAILS

Name Kids World 4606876

ORGANISATION DETAILS

Name Kids World
Address Kids World
482 East Prescott Road
Liverpool
Merseyside
L14 2EH

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

Kids World Day Nursery is registered to provide care for a maximum of 44 children aged from birth to five. The opening hours are between 08.00 and 17.30 Monday to Friday. It provides an all year round service with the exception of bank holidays and a week at Christmas. The nursery premises occupy the ground floor of a large detached house. It primarily serves children and their families living in Merseyside. Children are cared for in three age-related environments. The baby unit is a self-contained area with nappy change and milk room facilities. There is a fully enclosed garden for children's outdoor play. Kids World Nursery provides funded places for three and four year olds. Activities are topic based and planned around the foundation stage early learning goals. The manager has an NNEB qualification, is an accredited NVQ work based assessor and has been managing the nursery for eight years. Nine out of the thirteen staff team are trained to NNEB standard and four are working towards the NVQ 3 award in childcare. Three staff have a current First Aid certificate. The nursery has qualified co-ordinators for special educational needs, equal opportunities, behaviour management and child protection.

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

How effective is the nursery education?

Kids World Day Nursery offers good quality education overall for the three- and four-year-old children. They are making generally good progress in their personal, social and emotional, communication, language and literacy, and physical development, and very good progress in mathematical and creative development and in their knowledge and understanding of the world.

The quality of teaching is generally good. Staff are developing their understanding of the areas of learning and of the early learning goals, but assessment is not sufficiently related to the appropriate stepping stones. They are working hard to modify the planning, which indicates activities but does not highlight the learning intentions or who will lead the activity. However, staff provide an ever-changing array of fun activities within a happy, caring, learning environment. They support children, ask questions, listen and show an interest in what they say and do. They effectively manage the children's behaviour skilfully, helping them to accept the needs of others.

The leadership and management are generally good. Staff are aware of their roles and responsibilities. Appraisals are held and staff are encouraged to develop further their practice by ongoing training opportunities. Regular staff meetings are held and views valued, although monitoring is informal. The nursery has an agreed action plan, which it implements and reviews as it strives in its commitment to continual improvements in the education of the funded children.

Partnership with parents and carers is generally good. Parents have a positive view of the provision. They are provided with good information of the nursery's routines and practices, and newsletters provide regular updates. Staff happily share information on what their child has done. However, planned activities are not shared with parents and regular opportunities are not offered for parents to discuss their child's progress and review their ongoing progress records.

What is being done well?

- Children are confident and secure, excited, curious and want to learn.
- Children delight in exploring colours and textures, enthusiastically engage in singing, love using musical instruments, and give flight to their imaginations during role play.
- Behaviour is good, children are learning to take turns, share fairly and to be kind, considerate and friendly towards each other.
- Staff interact well with the children, listen, support, question and ensure the children have fun and so enjoy their learning.
- Children delight in using the computer and other technological toys.

- A good range of activities develops well the children's counting skills and ability to solve simple problems.

What needs to be improved?

- the accuracy of the assessment and the use of this to ensure the planned activities have learning intentions that match the children's stage of development
- the use and accessibility of the book area, and the provision of more purposeful activities for children to use their pre-writing skills
- more opportunities to develop children's independence
- information to parents so they are fully aware of the planned learning activities and of their child's progress.

What has improved since the last inspection?

Generally good progress has been made since the last inspection in response to the four key issues set following the last inspection in 2001.

The first key issue asked the nursery to provide children with opportunities and challenges to experience climbing and balancing skills. The setting has fully met this requirement.

The second key issue was to continue to develop the planning so that it provides more detail of what children are expected to learn. The setting continues to work on this requirement, although it still remains a key issue.

The setting was also asked to ensure that the assessment procedures and documentation relate more clearly to the early learning goals and show progress and attainment, and that they are completed regularly and dated. This issue has generally been met, although the accuracy of some of the recordings remains insecure.

The final issue was to devise strategies to ensure the more boisterous children are occupied and interested and so fully engaged. The setting has made good progress on this issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy their time at the nursery, settle quickly to tasks and are keen to explore the provided activities. They are confident, able to work on their own or as part of a group, and sit quietly at story time. They are developing good personal independence, but there are insufficient opportunities to develop independence, for example by tidying up and pouring their drinks. Children are well behaved, recognise and understand the boundaries and respond well to guidance from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are encouraged to express their needs, talk about themselves and listen to others. They sing the letters of the alphabet and recognise some by sound and shape. Many demonstrate a love of stories and enjoy listening to favourite stories. However, the book area is not inviting, hence it is not sufficiently used by the children. Children recognise their own names, and many are starting to write them, although opportunities for purposeful mark making skills are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing well their counting skills. They can count to five, and many can count to ten and beyond. They use songs, rhymes and practical activities to problem solve, developing well their concept of more and less, and adding on and taking away. Children appropriately use mathematical language during their activities to name familiar shapes and to describe size and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned activities and conversations with adults, children are developing their knowledge of the world they live in. They confidently talk about days of the week and show a good understanding of past and present events. All talk freely about their families, their friends and significant things that have happened in their lives. Children have access to a computer, love technological toys and enjoy using construction kits to make a range of recognisable objects.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enthusiastically engage in lots of activities that encourage hand-eye co-ordination such as pencils, paint brushes and scissors. They move about their environment confidently with good control, showing an awareness of space. They move energetically, running, crawling through hoops, balancing on benches, playing with bats and balls, and pedalling cars and bikes. However, children do not recognise changes in their bodies after this exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children use a good selection of materials to produce an array of collages. They know their colours by name and delight in using both colour and texture such as fluffy feathers, tissue paper and straws, gleefully delighting in their tactile experiences. Children enjoy participating in role play and engage well their imaginations in their pretend hospital. All enjoy singing a wide range of songs and rhymes from memory.

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 the accuracy of the assessment of children's progress and then use this to ensure the planned activities have clear learning intentions that match the children's stage of development
- increase the use and accessibility of the book area, and the provision of more purposeful activities for children to use their pre-writing skills
- increase the opportunities for children to develop their independence
- ensure parents are aware of the planned learning activities and are fully informed of their child's progress.

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.