

Kiddies Corner Day Nursery

Inspection report for early years provision

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Inspector Linda Filewood

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Kiddies Corner Day Nursery was registered in February 2010. It is a privately owned setting in purpose-built premises with all care provided on the ground floor. There is an outside area for outdoor play. It is open from 7.30am until 6.15pm weekdays, all year round, apart from Bank Holidays and between Christmas and the New Year.

The nursery is registered to provide care for a maximum of 42 children from six weeks of age to five years. It is included on the Early Years Register and the compulsory part of the Childcare Register. There are currently 39 children from six weeks to under five years on roll.

There are 11 members of staff employed, including two cooks, all of whom have appropriate qualifications and experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery enhances all aspects of children's welfare, learning and development through staff's clear understanding of each child's individual abilities and requirements. The development of all children in relation to their starting points is good as excellent partnerships are in place between parents and other professionals delivering the Early Years Foundation Stage. Good supervision and robust safety procedures ensure children play in a secure environment. Effective evaluation systems ensure that staff engage in reflective practice. These impact positively on the outcomes for children as it effectively drives and secures improvement of the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- recognise that every child's learning journey is unique to them when identifying the next steps in the child's learning and development

The effectiveness of leadership and management of the early years provision

Robust recruitment and induction procedures ensure staff are suitable to work with children. Staff work very well as a team and this significantly impacts on the outcomes for children. They are knowledgeable about the correct procedures to follow should they have a concern regarding a child's welfare. Regular appraisals and continuous professional development opportunities ensure staff update their knowledge to meet the children's needs. For example, how to help babies learn about the world through the sensory experiences of treasure baskets is rooted in

secure knowledge gained through training. Clear records, such as those of medication, accidents and risk assessments support the safe and efficient management of the nursery. Staff's practice follows clear operational policies and procedures and fully support all children's well-being. Parents receive extremely well presented prospectuses and copies of the policies in a variety of formats to suit their individual needs. Consequently, they are clear about the care their children receive. Security of the premises is good and parents comment positively about this. Staff constantly supervise the children, especially when younger children are sleeping and when older children are developing skills for the future through tasks, such as setting the table for a meal. Consistent routines and good role modelling by staff help to give children a strong sense of security and a clear expectation of their behaviour.

Staff are extremely proactive and highly committed in establishing excellent working partnerships with other providers. This significantly enhances the children's continuity of care and progression, especially during times of transition. For example, staff meet with the Foundation Stage teacher of the neighbouring school to find out how they teach phonics so that their approach is consistent. They ensure that procedures follow those of the school as closely as possible so that children feel a sense of familiarity and security when they move from one environment to another. Parents are very appreciative of the friendliness of the nursery staff, some having moved their children to the nursery on recommendation of its high quality. They comment extremely positively about the care taken by staff in working closely with them. Robust systems for gathering key information from parents superbly establish what children know, can do, their likes, dislikes, daily routines and home life. Parents contribute to their child's achievement record so that continued learning is in partnership with the nursery. Excellent channels of communication between each child's key person and their parent ensure that staff know each child very well.

There is an excellent range of high quality toys and play equipment available to all children. Well-planned, easily accessible play spaces and resources, both indoors and outdoors, ensure children fully enjoy their learning. Resources are extremely well labelled for the children and are stored in sturdy shelving. This means that young children who are unsteady on their feet can confidently hold onto the shelving whilst exploring the contents of a toy box. Staff successfully promote children's learning, development and welfare, equality of opportunity and self-esteem through a good balance of adult-led and child-initiated activities based on the children's interests. Excellent use is made of visitors to the setting to provide further learning opportunities. For example, the photographic displays of children with lambs and goslings mean that children can enjoy recalling the exciting visit. The nursery carefully uses its funds to continue to expand and provide good quality equipment.

The management team and staff have high aspirations for the nursery and are constantly looking at ways to extend the service they offer. There is a very positive attitude to continuous improvement in order to achieve the best outcomes for all children. For example, the staff trial different ways of recording observations of children's achievements so that they are efficient in providing them with the information they require to support each child's development and learning. They

effectively identify key strengths and areas for development within the nursery in order to secure further improvement. Parents have numerous opportunities to offer their opinions and suggestions. For instance, parents now receive copies of the forthcoming menus within the regular newsletter.

The quality and standards of the early years provision and outcomes for children

All staff have a good knowledge of the Early Years Foundation Stage learning and development requirements. They regularly observe children and communicate well with each other to support each child through the next stages in their development. The successful grouping of children ensures children feel safe and secure within warm, caring relationships and use developmentally appropriate resources. Staff track children's progress and regularly monitor their development against the early learning goals. Each child has a well-presented learning and development record containing evaluative observations, artwork, photographs and parent's comments. The key worker shares the monthly summaries with parents so that they are fully aware of the progress their child is making. Details of children's next steps in their development are mostly recorded separately but not all are sufficiently detailed to show the uniqueness in the child's learning journey. Staff promote equal opportunities well and make sure children take turns fairly. They do not stereotype play but recognise that boys often learn better in an outdoor environment. Children make their own play choices and there is plenty of opportunity for physical play. The outdoor area is creatively laid out to encourage children's imaginative play and a large area is set aside for children to grow their own vegetables, such as carrots and pumpkins.

All children are interested, enthusiastic and motivated as staff ensure that activities follow children's interests closely. Older children show a good sense of belonging as they greet friends arriving after a morning session at the neighbouring school and babies smile readily at the familiar adults who care for them. Children concentrate and persist in tasks, selecting activities and resources independently and with confidence. For example, older children help each other during a computer game and staff gently remind older ones that younger ones take longer to move the mouse around the screen. Younger children become absorbed in putting objects in and out of bags or boxes and staff support them well by finding their favourite bag. Colourful displays, photographs and craft activities demonstrate the wide variety of stimulating activities that children participate in to foster their hand-eye coordination. Older children in particular are becoming confident speakers and independently express their own needs. Children confidently ask staff to dry the seat of trikes before they use them. Staff play well alongside children, skilfully supporting and extending children's learning through effective questioning and interaction. Older children form friendships with their peers and they chatter happily together. Staff are fully aware of when to let children explore on their own. They know that some children are content to play alone for a while, often becoming deeply absorbed in their chosen activities, such as an imaginative tea party.

Excellent resources, such as a large settee, provide comfortable areas for staff to sit with children so that they can enjoy snuggling up for a story. Their listening

skills are developing well as they concentrate and enjoy the story together. A library of books is readily available and well used by parents so that children can continue to enjoy the stories at home. Staff sensitively encourage children to choose a favourite song and this helps children's confidence in participating in group activities. Younger children thoroughly enjoy the sounds they make as they bang on a drum and look to the staff for their positive reaction to their achievement.

Children are developing a good understanding of keeping themselves safe. They move happily, confidently and safely, successfully negotiating space and obstacles. For instance, older children play games, such as hopscotch and stand on one leg. Babies who are just starting to walk experiment with their increasing mobility in a safe environment with plenty of praise from staff. Older children learn to walk safely to and from school and take trips outside the setting to, for example, post letters or see if they can recognise any numerals outside. This helps children develop a good understanding of their local and wider community. They learn about other cultures and festivals, such as Eid and Passover, as well as using posters and discussions during play to gain an understanding of the wider society. Staff actively encourage parents to participate by sharing their knowledge, particularly if they speak an additional language.

Staff successfully promote children's good health and well-being. They encourage children to adopt good hygiene practices to prevent the spread of infection. Older children, for example, know to use warm water when washing their hands. They help to make posters using handprints with paint to display in the toilet area to remind them. Children enjoy freshly cooked meals and all sit together in small groups to enjoy the family atmosphere. Staff clearly advise all allergies and dietary requirements to kitchen staff. Meals are freshly prepared on the premises and some of the vegetables are grown by the children in the garden. This encourages children to talk about why fruit and vegetables are healthy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met