

Klever Kids Day Nursery

Inspection report for early years provision

Unique reference number

EY405025

Inspection date

17/09/2010

Inspector

Diana Pidgeon

Setting address

511 Aspley Lane, Nottingham, NG8 5RW

Telephone number

01159293300

Email

janet.kerry@ntlworld.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Klever Kids Day Nursery registered in 2010. It is one of three nurseries under the same private ownership and is situated in the Aspley area of Nottingham city. Children are cared for according to their age and stage of development in group rooms on either the ground or first floor of the property. Access to the premises is via a ramp and there is a buggy park for the storage of pushchairs. Children use an enclosed outdoor area that consists of a hard surface and artificial grass. The nursery opens from Monday to Friday all-year-round, with closures for public holidays and one week at Christmas. Opening times are from 8am until 6pm.

The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Staff may care for a maximum of 62 children under eight years at any one time and there are currently 99 children from one to four years on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years and additionally is part of the pilot for children aged two years. The nursery supports children with special educational needs and/or disabilities, and those who are learning English as an additional language. A total of 15 childcare staff are employed, 12 of whom hold relevant early years qualifications. This includes two staff who are qualified to degree level. A further two staff are working towards a recognised qualification. There is also a cook, cleaner and gardener. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment where children make good progress in their learning and development. Children enjoy a wide range of activities that are based around their individual interests and this helps them to feel happy and remain purposefully engaged. Policies and procedures are implemented well to safeguard and promote children's welfare. Effective partnerships with parents and others ensure everyone works together to provide support and consistency for children. The management team is implementing changes in the nursery and have a clear vision for the future, although at this early stage not everyone is involved in the process of self-evaluation.

What steps need to be taken to improve provision further?

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

- extend the new system of observing, assessing and planning for children so that their next steps are clearly identified
- extend the risk assessment to include any risks in the nappy changing area
- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The provider and management team provide effective leadership for the nursery. Since taking over the nursery earlier in the year they have worked hard to implement changes in a well-considered manner that has been supportive to children and staff. Initial evaluation and monitoring has taken place leading to a clear plan for further improvements. However, self-evaluation that takes account of the views of all staff and parents is not yet in place. Induction procedures are effective, which ensures staff are familiar with the nursery's policies and procedures and implement them in practice. Arrangements for the recruitment and vetting of new staff are carefully managed and ensure suitable adults work with the children. Staff show a good understanding of their responsibilities towards protecting children and the action to take in the event of any concerns. Good security in and around the nursery ensures children are safe and cannot leave unsupervised. Risk assessments are in place and staff carry out daily checks in the areas used by the children, which contributes to their safety. However, the record does not currently document how risks within the nappy changing areas are minimised.

All areas of the nursery provide children with space, good quality furnishings and interesting resources appropriate for their age and stage of development. Staff take pride in the presentation of their rooms and create attractive play areas that appeal to the children. Throughout the nursery the accessibility of activities and the storage of toys and resources at low level promote children's free choice. As a result, children develop high levels of confidence and independence as they play. Staff deployment is carefully managed and ensures children are cared for by familiar adults who have a good understanding of the children's individual needs and routines. For example, babies' food is presented to a consistency that suits their individual tastes and that their individual sleeping patterns are followed.

Staff work in partnership with parents, sharing information about the children before they start and on a day-to-day basis. Information for parents is displayed and detail of their child's day is shared either verbally or through the use of daily diary sheets. Staff work closely with parents to support children who are at the early stages of learning English and seek words and phrases in the child's home language to help build children's confidence and esteem. Staff work effectively with children who need additional support and cooperate with interagency teams to ensure a consistent approach is maintained.

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

Children are happy in the nursery and eagerly engage in a range of activities that interest them. Most children arrive enthusiastically and those new to the nursery soon settle because of the sensitive support offered by the staff. Planning takes account of the children's individual interests, and combined with the accessibility of

lots of additional resources that can be freely chosen, ensures children are actively engaged throughout the day. Children develop an understanding of how to work cooperatively with others and begin to share and take turns with ease. They help to tidy away toys and take personal responsibility, for example, as they replace their aprons on the hooks after use. Children enjoy drawing and writing in the mark-making areas and talk excitedly about their pictures before taking them home. From an early age children start to recognise their names and older children link sounds and letters during group activities. Children count when they sing rhymes and in practical situations such as taking small biscuits from a plate. All children, including babies, have good access to a range of sensory experiences. They enjoy playing in sand, water and with paint and staff ensure activities such as these are readily available, allowing children to return and consolidate their learning.

Children's understanding of diversity is supported through activities, discussions and access to a good range of resources and displays. The nursery takes opportunities to display children's work and pictures, which helps to promote their self-esteem. They develop skills for the future as all children are encouraged to express their opinions, to become independent and to use a range of modern technology, including keyboards, cameras and a computer. In all areas of the nursery children benefit from the staff's ability to engage with the children in ways that support their learning. For example, when a group of children are playing hairdressers in the role play area, a member of staff becomes a customer and extends the children's learning through skilful conversation. A new system of planning based around observations and assessments of children's learning and linked to their interests, is currently being introduced throughout all areas. However, the planned introduction of identifying next steps for each child is not yet in place. This means the arrangements for supporting children's future learning are not yet maximised.

Good hygiene procedures are followed throughout the nursery and protect children from the risk of cross-infection. Young children learn to wipe themselves with individual flannels before and after eating and older children competently wash their own hands. A range of nutritious meals and snacks are prepared by the cook, who regularly reviews the menus. Older children are benefiting from the newly introduced system whereby they serve themselves with their food and this is having the positive effect of encouraging them to try new tastes. Very young children recognise their individual water bottles because these are labelled with their own photograph. Children's physical skills are enhanced through having good space to move indoors and also their regular activities in the garden. Children enjoy using a range of outdoor equipment, playing games such as hopscotch and exploring on the nature trail. They develop a good sense of safety as they use equipment such as scissors with care, climb up and down the stairs and practise the fire evacuation procedures.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----