

Kid Ease Nursery

Inspection report for early years provision

Unique reference number	EY278153
Inspection date	04/10/2010
Inspector	Susan Scott

Setting address	Triangles, Poulton Close, Dover, Kent, CT17 0HL
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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

Kids Ease nursery is one of a chain of nurseries run by Kid Ease Ltd. It opened in 2004 and operates from six rooms within a two-story purpose built premises in Dover, Kent.

The setting is open from 7am to 6pm each week day throughout the year; children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. The provision serves the local area and surrounding villages.

A maximum of 102 children under the age of 8 years may attend the nursery at any one time, of these, no more than 36 may be under two years old. There are currently 68 children aged from 3 months to under 5 years on the roll. The nursery supports a number of children with special educational needs and a number of children who speak English as an additional language.

The nursery employs 13 members of staff; of these, 11 including the manager hold appropriate early years qualifications to NVQ level II and III. There are currently two members of staff working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are safe, secure and very happy selecting activities for their own play and learning. A well developed knowledge of each child's needs ensures that staff successfully promote children's individual welfare and learning. The partnership with parents and other local agencies are particular strengths. They are significant in enabling staff to meet the needs of all children, particularly those who need additional support. This means that all children progress well, given their age, ability and starting points. Regular self-evaluation by the manager and staff ensures that priorities for development are identified and the provision continually improves.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers everything with which a child may come in contact such as, the peeling posters by the baby changing station and the sellotape on the felt window covering in the baby sleep room
- improve the organisation of everyday routines such as snack and meal times to minimise the time children spend waiting passively.

The effectiveness of leadership and management of the early years provision

Staff have a very good understanding of safeguarding children and there are clear and through procedures in place to refer any concerns to the appropriate agency. Staff attend a very wide range of training, which enables them to gather and use a variety of information and expertise to support children and their families. This safeguards the welfare of children, as does the clear information provided for parents on how to raise complaints or concerns. Staff use and provide clear and accessible procedures that support parental confidence in the provision. Children are safeguarded by a good range of safety measures, vigilant staff, risk assessments and procedures. However, there are some minor hazards in the babies sleep and changing room, such as the sellotape on the window coverings next to two cots and small pieces of peeling paint on the pictures by the changing area. There is a very good security system in place, which means that children enjoy their play in a secure and safe environment. The outdoor play area is securely fenced. Staff are constantly vigilant when using this area so as to prevent children accessing the emergency escape steps from the upper floor.

All staff have contributed to the self-evaluation and use the feedback from children and parents to identify improvements they can make. Changes are monitored so that adjustments can be made to the quality of the provision. Staff have taken positive action to address previous recommendations and to keep improving the provision. They share the knowledge and experience they gain to bring about improvements; for example, advice from physiotherapists and speech therapists are incorporated into the work done to support children's development. This means that children's individual needs and those with special educational needs and/or disabilities are fully included in the activities. Children with English as an additional language are welcomed into the setting and are able to access a variety of resources reflecting different cultures, languages and needs that supports the welcome they receive. Staff promote children's experiences of varied lifestyles by providing resources that reflect different cultures. These items, such as persona dolls, are incorporated into everyday play resources and plans are varied and build upon individual needs and interests. This results in children developing a good understanding of the world around them and feeling confident about themselves. The environment and facilities are attractive, light and spacious with varied toys and resources, which are used by staff to enable good development in all children. There is sufficient space to care for children individually or in small groups to provide intensive support and promote their development and progress successfully.

Parents confirm that children benefit from the close links with the nursery and all the staff. There are good systems in place to enable parents to receive and exchange regular information; for example, the parent handbook and newsletters that provide a variety of helpful information. There are systems to enable parents to become familiar with the policies and procedures and samples of these are displayed. Parents are encouraged to contribute information about their children at the start of their attendance. This continues throughout, using the learning journey and the teddies that children can take home. Parents have good opportunities to

see examples of work their children have done and receive regular updates on their progress. Questionnaires have been used to ascertain levels of satisfaction and suggestions for improvement have been acted upon. There are varied resources to reflect diversity and information to benefit users of the service. The partnership with other agencies is a strong feature of the provision and there are opportunities for local schools to visit the nursery and work with the early years teacher who works at the nursery.

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

There is a clear and well understood system for recording what children are interested in and their achievements. Key persons use their observational assessments in children's learning journey records to plan their next steps and enable their progress. Parents contribute information about their children and this unique knowledge is incorporated into plans. Occasionally, there is a minor inconsistency in the way observational assessments have been used and not prioritised in the plans for children's learning. All records are referenced to the Practice Guidance for the Early Years Foundation Stage and staff track children's learning across all six areas of the curriculum.

The staff offer good opportunities for children to progress by discussing all the activities and ideas that children select for their own play. However, there are occasions when some children are not fully engaged by the activities available. This occurs mainly when there is a change-over period, for example, after snack when some staff are engaged in clearing away. However, children assist staff in tidying up and older children have learnt to take responsibilities well. For instance, a child is eager to get outside to play and notices an item of play equipment lying outside the door; the child bends down, picks it up and places it back inside without being asked. Children are encouraged to learn how to keep themselves safe, through reminders from staff. There is a healthy emphasis on learning to make their own choices and decisions; for example, staff encourage children to discuss what they should wear according to the weather when they prepare for play outside in the rain. Staff make it clear that children's contributions and ideas are listened to and valued, which promotes their confidence to take turns and share. The organisation of the sessions is good overall, with a varied balance of individual choices, small and whole group activities. Children also enjoy frequent and regular opportunities for active or quiet play and learning inside and out. The staff are planning to invite visitors from the local community to come and talk to children, including the firemen and local police officers.

Children benefit from good procedures to protect their health at all times, independently using the toilets and washing their hands. They learn about exercise and food to support their understanding of healthy lifestyles. Children benefit from safe food preparation and learn how to grow and use vegetables to make meals, such as soup. Children are encouraged to become aware of their personal needs. They can help themselves to or pour their own drinks. All children enjoy a variety of regular physical play, including apparatus to climb, balance on and develop their

coordination. They regularly access outside areas, including the large garden where they grow plants and learn about nature.

Children settle quickly and happily when they first attend. They have opportunities to use a range of indoor and outdoor apparatus, such as stepping stones and balls, which develops their co-ordination and confidence. The plans also ensure there are regular opportunities for all children to build upon their fine motor skills using construction, painting, and manipulating malleable materials.

Play resources are age-appropriate and in good condition. They allow children to experience play and learning that is adapted to suit their ages and stages of development. There is an extensive and interesting range of resources that caters for the interests of the children who attend; for instance, there is a variety of dressing up clothes and dolls that children like to use for imaginative role play. Staff make good suggestions to extend children's understanding of shape, colour and numbers by asking questions and encouraging them to count and describe items.

All children enjoy sharing books and having stories read to them by staff, who support their developing literacy skills by using expressive words and discussing events in the books. A good emphasis is put on developing children's early communication skills, so that children make progress in their speaking and listening that enables a smooth transition to school.

Children recently enjoyed an outing to the beach and collected a variety of natural items. A display of the natural objects found on the beach is a focal point in the pre-school room and encourages children to explore and use their observation skills. There is a computer available that is popular with children who enjoy using the software to learn independently. Children are eager to participate in varied activities; for example, babies investigate a large box, turning it round and looking inside. Staff are aware of children's preferred types of play and ensure they cater for these by providing dens and balls to play with. Children with additional needs are well supported and their achievements recognised, which effectively boosts their self-esteem and encourages further development.

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

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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