

Kindergarten Day Nursery

Inspection report for early years provision

Unique reference number	322383
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Inspector	Frank William Kelly

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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*.

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Description of the setting

Kindergarten Day Nursery was opened in 1987 and is operated by private individuals. It is situated close to local transport links, shops and schools in the Hunts Cross area of Liverpool. The children are cared for within four rooms on the ground floor of a detached property. All children share access to enclosed outdoor play areas situated to the front and rear of the setting. The setting primarily serves families living in and around the local community. It is open Monday to Friday from 8am to 5.30pm for 48 weeks of the year.

The setting is registered on the Early Years Register. A maximum of 18 children may attend the setting at any one time. There are currently 27 children aged from birth to under five years on roll, some in part-time places. The setting provides funded places for the provision of early education for some of the three-and-four-year-olds.

The setting currently employs six staff to work with the children. Of these, five hold appropriate childcare qualifications. One member of staff is currently working towards additional qualifications which include an Early Years Foundation degree and Early Years Practitioner Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an efficiently organised setting that promotes the safety and welfare of children exceptionally well. Attentive and experienced adults have created a homely but vibrant environment within which children's dispositions towards their learning are superbly fostered. Self-evaluation with regards to future improvement is rigorously focused. However, there are some aspects of the routine management monitoring systems that are less robust. The excellent partnerships with parents and other services and providers ensure that children's unique needs are extremely well met.

What steps need to be taken to improve provision further?

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

- refine the self-evaluation and quality improvement processes to include a robust internal system of review and record keeping that reflects the practice that takes place
- give consideration to how meal times may provide children with sufficient time to use a range of equipment so as to practise new and existing skills.

The effectiveness of leadership and management of the early years provision

The management and staff implement high priorities to safeguard the children. Training and staff updates regarding the safeguarding procedures are regularly undertaken as a team. Consequently, the staff confidently and knowledgeably discuss the procedures to follow should they have any concerns about a child in their care. A rigorous recruitment procedure has been revised to reflect recently attended safer recruitment training. Induction is effective, with staff consistently implementing the policies in place to promote the children's safety. Security is rigidly followed and closed-circuit television monitors allow the management to supervise the children and adults within the premises. Risk assessment is in place and staff check continually throughout the day to maintain the children's safety. The premises are maintained in a safe and efficient manner; with premises maintenance and fire safety checks undertaken regularly. However, some of the good practice implemented, such as the testing of the fire detection systems is not recorded to act as a record. In addition, although insurance is held and has been renewed, the management has failed to identify that a new certificate had not been received.

The setting has an ambitious vision and strives for improvement to provide high quality care and learning. The recommendations made at the last inspection have been fully addressed and are reflected in the new equipment introduced and assessment systems that are now in place. The management has an extremely positive approach towards professional development for all staff and includes regular time and space for staff to knowledge-share. As part of the setting's quality improvement processes, reviews of practice are held following training to implement the ideas and practices gained. The provision and outcomes for children are closely monitored through regular self-evaluation and reflective practice which seeks the views of the children, parents, and other service users including the Local Authority Early Years team. For example, the children were consulted about how and what they would like to have in the redeveloped outdoor play area. Their suggestions and wishes were respected even when the adults were not initially keen to keep things such as the large plastic slide. However, on reflection staff accept that the children's wishes have actually provided a more flexible environment and the adult's careful planning has resulted in children's abundant enthusiasm for their outdoor play.

The staff team are well organised and the small number of children means that children of all ages play together and demonstrate a fantastic sense of community. Meal times provide a very pleasant social occasion for the children. However, the current organisation does not allow for children to practise new and existing skills such as pouring their own drinks. A wealth of interesting, good quality toys, easily accessible and attractively presented, provides children with the confidence to explore. The toys, books and other visual imagery are representative of the children within the setting and those of their wider society. They contribute to the many opportunities children have to talk about their own and other people's experiences.

The caring and nurturing ethos of the nursery promotes equality of opportunity for all extremely well. The systems for working in partnership with other agencies is superb. Those responsible for coordinating children's additional support and organising transitions between settings are confident and determined. They take action to ensure that each child gets the best support given their unique needs and starting points. Engagement of parents is seen as a priority and is excellent in practice. The sharing of information is promoted through a plethora of print and electronic formats.

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

This is a vibrant and fun place for children to be. Babies and young children demonstrate a sense of security and feeling safe as they have built up warm and trusting relationships with the adults who care for them. The careful organisation of the play environment, indoors and out, is promoting the children's learning exceedingly well. Indoors, children have trays of familiar toys and more unusual objects to investigate. For example, there are baskets of natural materials that allow tactile experiences and household items such as nuts and bolts that can be fitted together. Babies investigate floor level resources, delighting in the noises they create when they knock them together. Older children proudly discuss the mini beasts they have found and how they used the 'magiglass' to view them.

Play is very child-led; outdoors, crates become part of an adventure as children learn to take risks in a supported environment. They build, balance and jump from them practising a range of physical skills. Children enjoy imaginative role play as they recreate recent experiences. They turn the play house into a doctor's surgery, make lists with the pad and pencils and turn the bikes upside down to 'fix the wheels' using real spanners. Books, stories and singing are relished in the seated arbour.

The staff have high expectations for the children. They plan meticulously to ensure that children's learning experiences are maximised and that the five outcomes for children are woven throughout all aspects of the provision. Thus, children learn to keep themselves safe and healthy as they go about their daily routines. For instance, they hold the handles of the steps without being prompted as they pass between the conservatory and garden. They are learning about the importance of eating a healthy diet. They receive tasty nutritious meals rich in vegetables, that during the summer months they have grown themselves. Staff gently remind them about the need to keep hydrated when outdoors and they follow good hygiene procedures such as seeking tissues when they have a runny nose.

The learning programme and curriculum are based on the staff's imaginative and carefully organised planning. The play experiences for children take into account how they can build the children's skills, linked to the six areas of learning and the seasonal and cultural calendar. For example, children practise their creativity, physical dexterity and mark making to create 'Rangoli' patterns as part of their learning about the Hindu festival of Diwali. Rigorous observation and systematic monitoring of the children's development is the basis for planning that reflects the

children's individual needs and supports them to make excellent progress given their individual starting points. Children are presented with consistent ground rules, good explanations and positive role models. Thus children demonstrate a developing maturity, given their ages.

The staff's enthusiasm and creativity is actively encouraging children to develop the same qualities. A key element to this is the quality of interactions and organisation of the outdoor play environment. For instance, staff encourage children to problem solve by encouraging them to think about and predict which balls will fit down a range of large cardboard tubes. They encourage two young children to take turns and work together. They manipulate the tubes to explore how and what will happen when the angles and positions are altered. At the end of this play one of the children then independently experiments with a larger tube by placing it at the base of a small low-level slide. He then sits at the top of the slide, positions his feet into the opening and slides down into the tube. These excellent experiences and daily opportunities to use numbers, count, explore capacity in the water and use a wide range of technology, ensure that children play an active role in their learning. They are developing the curiosity and desire to be inquisitive learners. These skills are considered essential for children to develop skills for the future.

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	1
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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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