

Kirkby Day Nursery

Inspection report for early years provision

Unique reference number EY286889
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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*.

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

Kirkby Day Nursery is one of 82 settings operated by Asquith Nurseries Limited. It was registered to the current organisation in 2004 and is based in a self contained part of a Leisure Centre in Kirkby near Liverpool. Children are cared for in four playrooms and have access to a fully enclosed outdoor play area. The setting is open each weekday from 7.30am to 6.00pm, all year round with the exception of a short period of time around Christmas and Bank Holidays.

The setting is registered on the Early Years Register. A maximum of 75 children may attend the setting at any one time, all of whom may be in the early years age range. There are currently 52 children on roll, of these; all are within the early years age range, some in part-time places. The setting is also registered to provide care for children aged five and over, which is registered on both parts of the Childcare Register.

The setting employs 20 members of staff, of these, 15 hold appropriate early years qualifications to at least National Vocational Qualification Level 2. Four members of staff are awaiting confirmation of qualifications being awarded following completed courses of study. One member of staff is currently working towards an Early Years Foundation degree. The setting receives support from the local authority early years team and provides funded places for the provision of early education for some of the three-and-four-years olds'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management has a secure self-evaluation and demonstrates enthusiasm and commitment to driving forward improvement. The setting is beautifully presented and staff have worked hard to create a welcoming, exciting and enabling environment within which children make good progress in all aspects of their learning. Detailed corporate policies and procedures are effectively implemented to promote the children's safety and well-being. Although, not all regulatory information, has been obtained for each and every child. That said, partnership working with other professionals and the effective engagement of parents means that children's uniqueness is recognised. Thus; children's individual needs are planned for and attended to very well.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records of all required information are held for each and every child (Documentation). 03/03/2011

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

- further extend opportunities for children to explore and find out more about information and communication technology, both indoors and outside, so as to complement and support their learning
- further extend staffs understanding about how they can support children to extend their critical thinking and make connections in their learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as rigorous recruitment procedures follow the recommended guidance; including the seeking of identity, qualifications, references and a full Criminal Records Bureau check. Safeguarding procedures are introduced through a comprehensive induction and are regularly revisited through training and team meetings. Thus, staff throughout the setting demonstrate an informed knowledge of the potential signs of child abuse and how they should report any concerns they may have. Effective management of the premises means children are cared for in a very clean and well maintained environment. Security is rigorously implemented by staff and closed circuit television monitors' provide additional support. Equipment and safety management procedures are efficiently followed including full risk assessment, annual servicing of fire and electrical equipment and daily checks by the staff.

The setting is committed to improving the quality of the provision for children. Self-evaluation has been undertaken and action plans for improvement have been created. All recommendations from the last inspection have been addressed fully. These include ensuring fresh water is available at all times and that resources that reflect diversity have been increased throughout the setting. Good quality posters, pictures and play figures are now an integral part of all areas in the setting. Welcome and other signs are displayed in a range of scripts and languages; helping all to feel valued and included. Staff ensure that there are books, stories and activities that allow children to learn about and explore customs and beliefs of their own and other people's cultures.

Staff training is seen as a priority and the setting has worked closely with the local authority development team to improve the quality of the environment including the outdoor provision. Investment by the organisation has enabled staff to obtain high quality furniture and storage facilities that actively promote the children's comfort, play and independence. Staffs excellent organisation of equipment affords children with almost limitless choices of things to explore and investigate. For example, the role play areas have many real cooking utensils and contemporary household items such as metal fruit bowls, and photograph frames. Quiet dens and spaces have been created using frames, lights and fabrics that create a magical place for children to rest and hide; whilst they explore the baskets of wooden and metal objects, or look at books.

Partnerships with parents are very good. Daily discussions, questionnaires and twice yearly parents evenings provide regular opportunities to share information.

Notice boards with regulatory and general information about how the setting operates are displayed. Photographic displays with explanations about the benefits of play and other aspects of the Early Years Foundation Stage provide parents with additional information about the children's activities and learning. Good information is sought from parents when children start and for most children all regulatory information has been obtained and recorded. However, there are some omissions. Written consent for the seeking of emergency medical treatment is not held for one child and although the setting has begun to obtain formal confirmation about who holds parental responsibility. It has not, to date, ensured that this information has been gained for every child. These are regulatory requirements and the setting has agreed to address this immediately. The provision for supporting children with special educational needs and/or disabilities is suitably established and there is clear evidence of partnership working between other services and agencies.

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

This is a happy and relaxed setting; where the children benefit from the warm and accepting attitudes of the adults who care for them. Their individual routines and needs are followed and staff ensure that children enjoy regular vigorous and quiet times. For older children, there is, with the exception of meal times, personal choices about indoor or outdoor play. Babies are curious of their surroundings; fascinated by the balls and feathers as they slide up and down the inside of Perspex tubes. Younger more mobile children are everywhere, rolling and squashing the dough, pouring and splashing in the water and digging in the sand. Toddlers are engaged in energetic dancing, and they act out familiar stories with the props provided by the staff. For example, they place the colander on their head and pretend to go to the moon.

Daily routines and staffs high expectations mean children of all ages are developing good independence skills and demonstrate an exceptional understanding of developing healthy lifestyles. For instance, the toddlers are supported to serve themselves at snack time, spooning cheese and pickle onto their plates and pouring drinks. Older children ask for tissues as they have a 'runny nose', and all children wash their hands following use of the toilet. When asked, they explain with confidence that it is to prevent 'germs getting in your tummy'. They talk about the benefits of food and how it helps make you big and strong, they recognise when they are thirsty, cold or tired. They spontaneously explain to visitors that they are watering the plants as 'they'll die, if you don't'. Babies and very young children are extremely content and settled because their individual needs are fully met to a very high standard.

Positive adult interactions, consistent and polite role modelling means that children are developing good social skills. This is further enhanced as staff use activities such as building a road track or getting children to serve themselves at lunch time so as to encourage turn taking and collaborative play in a meaningful way. The children learn about keeping themselves safe as they understand the ground rules such as not standing on the hose pipe or running inside. They are well supported to take risks but develop skills to keep themselves safe. For example, when they

pour the water on the wooden climbing bridge. Staff remind them to take care and children are given support to prevent them from slipping but sufficient space to independently use the yard brushes to clear the water away.

Children's records of learning are developing and staff use their observations of the children to help plan activities linked to children's interests and which promote the children's next steps for learning. Staff engage the children in many discussions about what they are doing and some respond well to unplanned learning opportunities as they arise. For instance, when the pencil sharpener did not work, the member of staff invited their thoughts about why. The children solved the problem correctly, they realised that the pencil was too thick for the sharpener. However, some of the staff are less confident to ask open questions, so do not always help children problem solve. That said, all staff ensure that children are developing their skills for the future well. Children enjoy a full range of activities as they sing songs, listen to stories and mark make, with a wide range of resources. Some eagerly write their own name with recognisable letter formation. Interesting technology means older children use computers with speed and familiarity and are able to display their pictures in light frames. However, there is less for the younger children with regards to variety, for example use of karaoke machines or torches. Overall, children are clearly benefiting from this caring environment which effectively fosters their early citizenship and encourages their independent active learning.

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	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
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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	1
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