

Koala - Kidz

Inspection report for early years provision

Unique reference number	EY261311
Inspection date	18/03/2011
Inspector	Veronica Sharpe

Setting address	Old Buttery Nursery, 16 High Street, Willingham, Cambridge, Cambridgeshire, CB24 5ES
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Email

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

Koala-Kidz at the Old Buttery Nursery is privately owned and is located in Willingham, Cambridgeshire. The nursery first opened in 1990. It operates from a two-storey building and adjacent converted out buildings. Eight rooms are used by the children. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to accept up to 60 children aged between birth and eight years at any one time. Of these, no more than 24 can be under two years. There are currently 50 children in the early years age group on roll, which includes 16 children eligible for early years funding. The setting supports a small number of children who have English as an additional language.

The nursery opens five days a week, all year round, with the exception of bank holidays from 8am to 6pm. Children attend for a variety of sessions. There are 12 staff who work with the children, of these, eight have appropriate early years qualifications. Two members of staff are currently working towards a recognised early years qualification. Two members of staff are working towards the Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting offers a friendly and welcoming environment for children. Staff have a developing knowledge of the Early Years Foundation Stage, ensuring children make satisfactory progress in their learning and development. Children benefit from a spacious outdoor area, which is well equipped to ensure children have good opportunities for physical exercise. However, the risk assessment is not sufficient to ensure their health and safety outside. The setting is working with the local authority to activate action plans that should assure positive progress.

What steps need to be taken to improve provision further?

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

- keep an accurate record of the names of the children looked after on the premises including their hours of attendance (Documentation) 14/04/2011
- improve the risk assessment to ensure it identifies aspects of the environment that need to be checked on a regular basis and covers anything with which a child may come into contact; this is with particular reference to minimising hazards in the garden (Suitable premises, environment and equipment). 14/04/2011

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

- practise the fire drill at regular intervals and keep a log of any problems encountered and how they were resolved
- ensure that there are suitable hygiene procedures in place for children who are toilet training and take appropriate steps to provide children with privacy
- review the learning environment to ensure all children have increased opportunities to develop their independence and have time to pursue their learning without interruption.

The effectiveness of leadership and management of the early years provision

Staff show a sound understanding of safeguarding children procedures and know who to contact if they have child protection concerns. Suitable systems are in place to ensure appropriate checks are taken up on staff. Each new member of staff undergoes an induction so they understand the policies and procedures. The premises are secure and staff supervise the children sensibly as they play. However, the risk assessment does not effectively identify all potential hazards and outdoor areas are not checked rigorously enough to fully ensure children's safety. In addition, the record of children's attendance was inaccurate on the day of inspection, which affects their safety in an emergency. Both of these are breaches of regulations.

Resources in all areas of the nursery are sufficiently well organised to ensure children can make choices about their play. Rooms are cheerfully decorated and show a good range of children's art and craft work, which enhances their sense of belonging. The large outdoor area is made available at regular times during the day and is equipped with good quality play equipment. However, there is a tendency for staff to arrange the routines round their own tasks, such as, tidying away before meals or preparing for outdoor play, rather than focusing on children's individual needs. This means that children's opportunities to pursue their own interests, sustain their play and take full advantage of the accessible resources are limited.

Parents indicate they are happy with the staff's care of their children. They say that settling-in procedures are very flexible and enable them to be with their children until they feel secure. Parents also commented favourably on the warm family atmosphere. Parents receive regular feedback about their children's well-being and share in their child's learning. They are invited to open evenings and social events to meet with staff and their key person. The nursery notice board ensures parents are notified of any changes or special events. The nursery has developed some links with other providers, such as, nearby primary schools. Visits from teachers are arranged and children have opportunities to familiarise themselves with the local feeder schools.

The management team are implementing a self-evaluation system that enables them to work towards an effective action plan. Although this is at an early stage recent changes to practice show there is a satisfactory capacity to make

improvements. For example, the setting has recently re-organised resources to ensure continuous provision covers all the areas of learning.

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

Children make satisfactory progress in their learning and development. Individual learning records show children benefit from a suitable range of age-appropriate experiences; staff are beginning to evaluate these to identify children's attainments. Parents have opportunities to add to the records so staff know what children enjoy at home. Each child has a key person who is responsible for their welfare, which helps children to feel secure. Staff engage with children well during sessions and relationships are friendly, as a result children are confident and settled. Babies benefit from consistency as they follow their individual home routines for feeding and sleeping.

Children behave well, sharing the resources and learning to take turns, for example, as they play together in the water tray. Children enjoy listening to stories, such as, 'I went to the zoopermarket'; they make noises like the monkey and laugh as the kangaroo goes 'boing'. Older children have access to a reasonable range of mark making materials, such as, pencils, crayons and chalks. They scribble freely and begin to attempt their names. Children become familiar with technology as they use simple programmes on a computer or electronic push button toys. Children have opportunities to explore various media, including play dough, water or sand. Two-year-olds thoroughly enjoy a busy session with soapy water in the water tray, pouring water with various containers and splashing vigorously to make bubbles.

Children learn about diversity through planned activities, such as, finding out about each other's home and family through the family books. Resources reflect the wider world, such as play food and dressing-up clothes from other cultures and countries. Children who have English as an additional language are supported appropriately, for example, words in their home language are displayed. In addition, staff collect information from parents about cultural or religious differences to help children feel welcome and at home. Visitors from the local community help children develop their knowledge and understanding of the world. A police officer and his car offer children an exciting chance to listen to the siren and explore other interesting technology. Children learn about reptiles and insects and discuss how to care for a tortoise.

The outdoor area offers children a good range of interesting experiences; they play happily on large fixed equipment, dig in compost, or explore wilder areas of the garden to seek out the badger sett. They play imaginatively as they make play food and sit at the tables to chat together. Active play indoors, such as, the regular gym sessions help children develop positive attitudes towards enjoyable healthy activity. Meals are suitably nourishing and varied. Home cooked pasta and rice dishes are popular with the children. Staff sit with the children at lunchtime to offer help and they engage the children in conversation about their day. Each child has their own water bottle, which is replenished as necessary during the day. Routines

for snack times sometimes impacts on children's ability to sustain their play.

Older children show independence in their personal care and know they should wash their hands before eating. Staff follow suitable nappy changing procedures that adequately prevent cross-infections, for instance, they use disinfectant sprays on changing mats and dispose of nappies promptly. However, the use of potties does not always maintain a suitable level of hygiene, nor offer young children appropriate privacy. Children have some opportunities to learn to keep themselves safe, for example, they are encouraged to help with tidying away resources to avoid slip hazards. Although children occasionally practise the fire drill, this is not often enough to ensure their safety in an emergency.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register) 14/04/2011
- keep a daily record of the names of the children looked after and their hours of attendance (Records to be kept)(also applies to the voluntary part of the Childcare Register). 14/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Suitability and safety of premises and equipment, Records to be kept). 14/04/2011