

Kids.Com Private Day Nursery

Inspection report for early years provision

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Inspection date

09/02/2011

Inspector

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Setting address

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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.

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

Kids.Com Private Day Nursery and Out of School Club is privately owned. It was registered in 2000 and operates from a converted school building on the outskirts of Wigan town centre. Children are cared for in two large play rooms on the ground floor and they have access to an enclosed outdoor play area.

The setting opens Monday to Friday from 8am to 6pm, all year. A maximum of 34 children may attend at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years. Currently, there are 13 children attending in this age group. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children aged three and four years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs nine members of child care staff. Of these, two hold appropriate early years qualifications at Level 2 and seven at Level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a setting that is organised to be inclusive, accessible and safe, although, the written risk assessment record does not include all legally required information. There is a positive relationship with parents and some communication with other settings that children attend. This ensures each child's unique care needs are effectively met and they make sound progress in their learning and development. An accurate audit of every aspect of the provision is in process and appropriate priorities for development identified. Some effective action has been taken to develop the setting and some plans are partly implemented. This demonstrates the setting's sound capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment identifies aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment).
- 23/02/2011

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

- ensure that all members of staff have been given copies of the policies and procedures to safeguard children
- stimulate children's creativity and originality by providing a wider range of media with which to express their own ideas, including different sizes, shapes and colours of paper.

The effectiveness of leadership and management of the early years provision

Staff understand and follow clear, written policies and procedures to safeguard and promote the welfare of children. Although, some staff do not remember being given copies of them at their induction. These policies are in line with requirements and Local Safeguarding Children Board procedures. A designated child protection officer has completed appropriate training in how to protect children and how to work with other agencies. Some staff are trained in first aid, which enables them to safeguard children's health in an emergency.

Appropriate recruitment and vetting systems are in place. For example, a range of checks are carried out on new staff to determine their suitability to work with children. Recently reviewed and updated policies reflect the requirements of the Early Years Foundation Stage. Records of children's attendance, evacuation practice, accidents and the administration of medicine are satisfactorily maintained. These records help keep children safe. Staff complete some useful checklists to ensure children's safety whilst playing indoors and on outings. Staff suitably supervise children at all times. However, some areas, such as the outdoor area and the corridor which is used as office space and an outdoor route, are not clearly recorded in the main written risk assessment record. This is a breach of a specific legal requirement.

There are a number of useful management systems to drive and secure improvement. Self-evaluation is beginning to take account of the views of parents and staff. The management team are in the process of auditing all aspects of the provision. They have appropriately identified priorities for further improvement. Since the last inspection, sound progress has been made to improve outcomes for children and the overall quality of the nursery. These include changes in the organisation of rooms and resources. For example, new storage systems, such as baskets and transparent boxes have significantly increased the accessibility of toys. This gives children greater choice and independence.

Availability of policies and procedures, newsletters and notice boards keep parents up-to-date about the nursery. Parents of the younger children are also informed through a written daily, home diary. Information supplied by parents gives staff a basic knowledge of each child's background and needs. A number of useful ways to work more closely with parents have been introduced. Parents are increasingly involved in the evaluation of the setting and the planning of suitable learning experiences for their children. For example, parents are aware of the current theme of Spring and can note their comments for inclusion in the planning on

readily available sheets. This is a good step towards a systematic procedure to share information about children's interests or learning. It is increasing the quality of information available to support children's achievements and progress. Each child has an achievement record that parents may see at any time. Staff are steadily developing these and introducing progress record sheets to provide information in a more systematic way.

Staff have a sound knowledge of the Early Years Foundation Stage learning and development requirements. Opportunities for them to share their best practice and any knowledge gained from training workshops are increased through the introduction of regular team meetings. Staff work closely with other agencies involved with individual children, for example, speech and language therapists and social workers. They communicate with providers of other settings that children attend to support children's well-being.

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

The individual health, physical and dietary needs of babies and children are well met in agreement with their parents. Babies and children sleep comfortably on mats with individual bedding and any comforters brought from home. Children are well nourished with healthy meals made from fresh meat and vegetables, cooked on the premises. Children and staff sit and eat together, which makes mealtimes a pleasant social occasion. Children learn about healthy foods as they enjoy experiences, such as tasting different fruits. They show a developing awareness of their bodily needs. For instance, some help themselves to drinks of water when thirsty. Children follow appropriate hygiene routines prompted by adults. They exercise vigorously as they engage in physical activities in the fresh air every day in a secure outdoor play space.

Children demonstrate a developing sense of security. They confidently talk to each other, staff and visitors. Children's understanding of health, hygiene and safety is mainly promoted through daily routines and simple discussions while playing. Some activities and experiences to raise children's awareness of safe practices are built in to the planning. For example, during 'safety week', roads are drawn in the playground and children learn to cross safely on zebra crossings.

Staff plan appropriate activities for individual children based on their observations and assessments of children's progress. They interact well with individual children to promote their welfare and learning. Records show children make sound progress in relation to their starting points and capabilities. Children develop social and learning skills that equip them well for the future. Babies and children show curiosity and a desire to explore. They play well alone and with others, who they involve. Staff introduce mathematical words relating to numbers, shape and size as children play. For example, children count wheels and talk about shape as they make a car from a construction set. Babies develop an awareness of technology as they operate toys with sturdy buttons and older children operate the computer mouse and simple programs with increasing skill. Children freely chalk, paint and

draw on paper and wipe-clean boards. This develops their early writing skills. However, children's creativity is hindered as the provided paper is often of one colour and size. Also, planned activities linked to themed work rely heavily on the use of templates. This limits children's ability to express their own ideas and places little value on their originality.

Children and their behaviour are appropriately managed. Staff deploy themselves and resources effectively and are able to instantly reward desirable behaviour with a praise and a clapping. Children are beginning to gain an understanding of diversity as they look at posters and books that reflect difference and diversity. They learn about their own cultures and festivals and those of others as they enjoy related craft activities, such as at Christmas and Chinese New Year. Children consider the needs of others as they take part in sponsored activities and bake and sell cakes for a fundraising event.

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	3

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