

Big Kids Little Kids Nursery and out of School Club

Inspection report for early years provision

Unique reference number	EY280315
Inspection date	30/03/2011
Inspector	Donna Lancaster

Setting address	172 Northgate, Darlington, County Durham, DL1 1QU
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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

Big Kids Little Kids Nursery and out of School Club has been registered since September 2004. It is situated in a large, converted three storey building in the Northgate area of Darlington, very close to the town centre. Full day care takes place on the ground and second floor of the building but children also have use of the soft play area on the first floor. Out of school care takes place on the second floor of the building. Toilet and washing facilities are available on all floors of the building for children. Staff access toilets in the adjoining pottery painting studio on the first floor. Kitchen facilities are also available on the first floor. Staff facilities are available on the ground floor. There is no outdoor play area attached to the provision but children are taken out everyday for fresh air and exercise and have daily access to the large soft play area within the building. The day care provision operates each weekday from 07.45am until 6pm and on Saturday from 8am until 6pm all year round, excluding public holidays. Children attend a variety of sessions and some are collected from and taken to local primary and nursery schools. Soft play sessions are also provided at the facility on a weekend from 11am until 5pm.

The nursery is registered to provide full day care for up to 104 children under eight years at any one time. Children over eight years are also cared for outside of school hours. There are currently 106 children on roll attending the nursery, of whom 42 are in the early years age group. Eight of these children receive nursery education funding. The setting is registered on the Early Years Register and both parts of the Childcare Register.

There are 12 members of staff employed to work directly with the children, including the nursery manager. Of these, 10 hold a relevant childcare qualification. One member of staff is working towards a qualification and there are currently four members of staff on further enhanced qualifications. The setting receives support from the local authority and other nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, inclusive environment where their uniqueness is recognised and valued. Staff are enthusiastic and caring and provide a wide range of fun activities across all areas of learning. As a result, children are making good progress in their learning and development. Their health and safety are generally well promoted through comprehensive risk assessments and effective practices. Children benefit immensely through the excellent partnership established with parents. Systems to monitor and evaluate the setting's strengths and weaknesses are beginning to evolve, this maintains continuous improvement, which enhances outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure all details of vehicles used to transport children are maintained, including insurance details and a list of named drivers
- ensure all fire extinguishers are stored securely
- continue developing the procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children
- develop a system to track children's learning towards the Early Learning Goals.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well within the setting as staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. Clear recruitment and induction procedures, along with a genuine commitment to attending regular training to update their own professional development, ensures that children are well cared for by suitable and experienced staff. The well-motivated and qualified staff team work well together in caring for and safeguarding the children who attend the nursery. Comprehensive risk assessments are carried out by the manager and staff for the indoor areas and outings frequently; this helps to further promote children's safety. Appropriate safety equipment, regular checks and close supervision of the children further safeguard them. However, some fire extinguishers are not securely fixed to the wall and not all records relating to the vehicles that children are transported in are maintained, up to date or available for inspection. These pose a risk to children's safety.

The staff and management are committed to driving improvement of the nursery. Regular staff meetings and individual appraisals play an integral part in the continual self-assessment of the setting. Recent developments include continuing to develop opportunities for children to have daily access to fresh air and outdoor physical play. Parental questionnaires have been used to good effect to further identify areas for development, this helps to promote outcomes for children. All policies and procedures reflect the Early Years Foundation Stage requirements. Whilst the manager and staff do continually do self-evaluation of the provision they recognise they need to continue to develop this process. All recommendations raised at the previous inspection have been positively addressed, ensuring continuous improvement. The nursery is bright, colourful with imaginative displays and organised into stimulating play areas which are well used by the children. Children's artwork and photographs are attractively displayed, giving them a sense of belonging. Resources are deployed well throughout the upstairs and ground floor rooms to provide a flexible and good range of learning experiences, which are age related, of good quality, challenging and appropriate to the children's stages of

learning. The nursery promotes equality and diversity in raising children's awareness of the wider world, through practical activities and related resources.

Partnerships with parents are extremely well established, to ensure parent's requests and children's individual needs are met successfully. Parents have many opportunities to be involved in the setting and actively encouraged to be partners in children's learning and development. For example, regular parents' evenings and daily feedback keep parents informed of their children's progress. Feedback from parents is extremely positive; they speak very highly of the care and education that their children receive both verbally at the inspection and through completing questionnaires. The setting is establishing good relationships with other providers delivering the Early Years Foundation Stage, such as nursery schools that children also attend. Information about areas for children's development and activities is shared so that children's consistent learning is supported.

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage learning and development requirements and use this knowledge well to provide a stimulating and interesting learning environment for all children. An effective key person system is in place; therefore staff know children very well and are fully aware of their interests and individual needs. Systems to observe, assess and plan for the individual needs and interests of all children have recently been changed in order to have a more streamline system throughout the nursery. Ongoing observations of children informs the weekly planning to ensure learning opportunities provided are appropriately challenging and personally meaningful to the children. However, consistent systems to track children's continuous learning and development are not yet fully developed,

Children arrive confidently at the setting, engaging happily with staff, their peers and with the activities provided. Children are greeted by name. They self-register themselves using their name cards which are then displayed in the snack area ready for snack time. Staff interact positively with the children, they spend time sitting at their level and show an interest in what they are doing and saying. For example, staff praise the children as they paint butterfly pictures and when digging and building in the sand. Babies have fun playing with the wide variety of natural resources such as treasure baskets, promoting their early investigative skills. They also enjoy a wide range of sensory activities, such as exploring sand, water and soil. Staff with the younger children talk to them constantly and encourage their language skills to develop. They enjoy craft activities and discover a sense of self as they look at themselves in the large mirrors. Children engage in a range of activities, which they can access independently. They enjoy playing in the well-resourced home corner where they use their imagination. For example, they prepare food and iron the clothes. Children were observed having a great time running around, developing their imagination by chasing each other and pretending they were monsters and super heroes. Children show a developing

interest in books, they select them independently from the good selection in the book area and gather around at circle time to listen to staff read their favourite stories. Some children look at books themselves on the floor cushions. Children have some opportunities to explore technology such as the computer and programmable and interactive toys which are at child height and are easily accessible, even to the youngest of children. There are materials and displays around the rooms to encourage and enable children to begin making marks and recognising numbers, colours and shapes. Children enthusiastically join in with simple songs and rhymes at the 'tots signing' sessions. Children enjoy visits to the police and fire stations, helping develop their awareness of people who help us. Outings and visits to places such as the library, adventure play areas, and museums helps develop their knowledge and understanding of the wider world and the community they live in.

Children develop an understanding of keeping themselves safe. They manage the concrete steps leading to the pre-school room and the soft play area very well, knowing that they need to hold onto the banister. They have a clear understanding of road safety and confidently talk to staff about the need to watch and listen for cars to enable them to cross safely. Additionally, daily routines and being involved in regular fire drills further enhances children awareness of personal safety. Children adopt good personal health and hygiene practices. For example, they brush their teeth after their lunch and know why they need to wash their hands at appropriate times. The setting has their own cook on site and menus are regularly reviewed to ensure meals and snacks are nutritious. The cook works very closely with parents to ensure meals meet children's individual requirements ensuring children's health is effectively promoted and safeguarded. Staff promote positive behaviour by using effective strategies, such as giving praise and simple explanations of why some behaviour is not acceptable. As a result, children behave well. Staff lead by example as they work well together and are respectful towards each other.

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