

Klas Childrens Day Nurseries

Inspection report for early years provision

Unique reference number EY277096
Inspection date 17/05/2011
Inspector Karen Millerchip

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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

Klas Childrens Day Nurseries is run by Klas Childrens Day Nurseries Limited. It opened in October 2003 and operates from a converted farmhouse within the grounds of The Bell Plantation on the outskirts of Towcester, in the South of Northamptonshire. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 8:00am to 6:00pm for 51 weeks of the year. All children share access to three separate age-appropriate enclosed outdoor play areas.

The setting is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are currently 90 children aged from six months to under five years on roll. Of these, 27 children receive funding for nursery education. Children attend from several surrounding villages and nearby towns. The nursery has systems in place to support children with special educational needs and/or disabilities and for children who have English as a second language. The nursery employs 17 staff. Of these, 12 hold appropriate early years qualifications and two members of staff are working towards an Early Years Foundation Degree. The setting receives support from the local authority and is a member of the South Northamptonshire Early Years Liaison Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The management demonstrates a positive attitude towards continuous improvement. However, the self-evaluation is not sufficiently rigorous to ensure that all regulatory documentation and essential policies are fully up-to-date and some welfare requirements are not met. Staff plan well and enthusiastically engage children to support them to make good progress in their learning. Well-established relationships with parents and a secure framework to engage with other agencies are in place. Thereby, children's individual needs are identified and met well.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 10/06/2011
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or 10/06/2011

incident (Documentation) (also applies to both parts of the Childcare Register)

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation).

10/06/2011

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

- update policies and procedures to reflect current guidance
- ensure staff practice reflects their knowledge and understanding of safeguarding policies and procedures.

The effectiveness of leadership and management of the early years provision

Sound recruitment and selection procedures are in place and include the completion of a full Criminal Records Bureau check for each adult caring for the children. There is an ongoing training plan to ensure staff are aware of signs and symptoms of possible abuse. Staff are able to soundly discuss the procedures for reporting any possible incidents and there is a full policy which is easily accessible for reference. However, in practice the staff are less secure with the procedures and their actions do not reflect recent training.

Many of the day-to-day practices promote the children's safety. The premises are suitably maintained and attractively presented. Staff are vigilant with the security of the premises and supervise the children well. Collection procedures include password systems and parents signing children in and out of premises. However, this system is not wholly effective; at one point during the inspection not all attendance registers accurately reflected the number of children present. Fire safety equipment is regularly serviced and maintained and frequent drills help keep staff and children familiar with what to do in an emergency. Daily risk assessments have been prepared and staff record any areas for attention. However, these assessments are not comprehensive and some aspects require assessment, such as, the security of perimeter gates and the safe use of fire doors. The failure to carry out these comprehensive assessments is a breach of a legal requirement and potentially compromises children's safety.

The setting demonstrates a commitment to continuous improvement and development of the service. However, the formal self-evaluation system, in its current form, is not sufficient to be used as a record of progression. In addition, the management have not established systems to monitor the way documentation such as policies and procedures are maintained to reflect current practice. However, they have been more successful with their focus for improvement from the last inspection. New day beds have been purchased to enable all children to have their own bed and they are placed so that all children have ample space as they rest or sleep. They have successfully improved and built on the provision for the children by reorganising the play environment and providing many exciting opportunities. The revised systems for planning and assessment for children's play

and learning are having a very positive impact on the outcomes for the children. Investment and refurbishment of the outdoor play areas further provides interesting learning spaces for the children. Equipment throughout the setting is well organised and allows children to make lots of choice. There are good resources that reflect the diversity of the children attending and those in their wider community. Sessions are planned to extend the way that children talk and learn about their own beliefs and cultures and those of other people.

The setting is successfully engaging parents. The warm welcome provided by staff as they greet them at the door along with a variety of information displayed in the main entrance creates a welcoming environment. Most required regulatory information has been obtained to complete children's records, although details about parental responsibility are not held. This is a breach of legal requirements and may impact on children's well-being. The provision and systems for supporting children who have special needs are effective. They securely reflect the staffs' commitment to working with other agencies to promote the well-being of the child. Transitional support for those children due to start school is well planned and benefits both children and parents.

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

The setting soundly promotes the outcomes for children through the daily routines and a well-planned activity programme. The children are well behaved and courteous to each other as they mirror the staff's positive role model. A high priority is placed on children's social and independent skills, which means that the children enjoy playing with each other and turn take well. For example, when joining in action songs and group stories. They are confident at lunch and snack times as staff actively support them to feed themselves and serve and pour their own drinks. Even very young children are demonstrating accomplished skills given their age and developmental stage. The children follow the safety rules well; helping tidy up resources willingly and lining up sensibly at the top of the stairs when waiting to play outside.

The children's health is securely promoted as the staff encourage the children's growing awareness of good personal hygiene. Children routinely wash their hands after visiting the toilet and staff encourage them to use tissues to wipe their noses. They receive a range of healthy, home prepared foods that introduce different foods and tastes and include a variety of dishes. Fresh fruit and vegetables are offered and fresh drinking water is always freely available. The outside play areas provide daily opportunities to be outdoors to run, climb, balance and use wheeled toys and ensure children are developing their coordination and learning about how to keep their bodies healthy. Discreet play areas for each age range ensures they can explore and investigate their surroundings in safety and thereby promote their confidence. Staff are skilled at promoting all areas of learning both indoors and outside across the age range. Babies and young children follow their own routines for resting and feeding, young children can sleep under the canopy in the fresh air and menus are devised to meet children's specific dietary and cultural needs.

Staff have a good understanding of the principles of the Early Years Foundation Stage. They ensure that the playrooms are organised to provide plenty of experiences that span all six areas of learning. In addition they plan a range of adult-led activities, which are linked to the children's current interests and other seasonal events. Children's portfolios include art work, photographs and planned and spontaneous observations. These are being cross referenced with the guidance document as a way of monitoring that children experience all aspects of each area of learning. Themed approaches such as 'Shark in the Park' are used to enhance the core activities. Treasure baskets and secluded areas under the trees create exciting and interesting areas of discovery. All the children enjoy singing and action rhymes and have great fun during weekly sessions that include, dancing, yoga and French, these activities further enhance children's experiences within the setting.

The secure relationships developed between the staff and children are helping to promote children's future skills for life. The children enjoy sitting close to staff or having a cuddle whilst listening to stories. Games of pairing and matching encourage older children to remember and problem solve for a purpose. Print and numerals in the environment are complimented by regular counting and mark-making activities. There is a range of resources representative of technology and children have access to several computers. They see staff use the digital camera and children confidently take photographs of their peers and the staff. Children's access to creative resources is good and staff display their personal creations, such as caterpillars and snails in the toddler room, with much care and respect to promote a feeling of belonging. There is a good sense of community within the setting and children's family pictures are displayed at a low level enabling children to look at them throughout the day. Therefore, children are happy, settled and enthusiastic and purposeful learners. These qualities are essential for promoting their skills for the future and are fostered very well by this caring and enthusiastic staff team.

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	2
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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment). 10/06/2011

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 Early years section of the report (Suitability and safety of premises and equipment). 10/06/2011