

Kinder Care Day Nursery

Inspection report for early years provision

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Inspection date	11/05/2011
Inspector	Adelaide Griffith

Setting address	32 Richmond Road, Stechford, Birmingham, West Midlands, B33 8SH
Telephone number	0121 789 7897
Email	s.saul@hotmail.co.uk
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

Kinder Care Day Nursery is privately owned and was registered in 2007. It operates from five rooms in a detached building. The nursery serves the local area and has strong links with the local school and the Children's Centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except for bank holidays. Sessions are from 8.00am to 6.00pm. Children are able to attend for a variety of sessions. A maximum of 50 children may attend the nursery at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two, three and four-year-olds. The group supports children with special educational needs and/or disabilities.

The nursery employs nine members of child care staff. All hold appropriate early years qualifications to at least NVQ at Level 2 and above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making consistent progress in their learning and development. On the whole, children's welfare is competently safeguarded and their individual needs are met. Overall the strong partnership with parents and other agencies supports children's care and learning effectively. The partnership with other early years providers works effectively to promote aspects of care and learning. The management have made many changes that result in positive outcomes. There are plans to develop the setting further for the benefit of the children and their families.

What steps need to be taken to improve provision further?

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

- review the risk assessment to include hygiene, cleanliness and minimising the risk of cross infection, with regards to hand washing procedures
- review the two way flow of information with parents to promote a shared understanding of children's individual needs that involves all aspects of their child's learning and development, such as progress reports and transition to other settings.

The effectiveness of leadership and management of the early years provision

The leadership and management is good. There are a wide range of policies that are effectively implemented by the staff to promote children's care and learning. Clear vetting and recruitment procedures ensure that all staff working with children are suitable to do so. Staff are well informed about procedures to be followed to ensure that children are effectively protected in the event of abuse. Frequent risk assessments for the premises ensure that risks to children are minimised and potential hazards are also identified for outings. All required documentation required for the smooth running of the setting are available.

The management has a clear sense of purpose and a vision to support all children in achieving their potential. A commitment to continual staff development ensures that all staff have opportunities to access training and one member of staff is currently undertaking a foundation degree. The highly motivated manager ably initiates changes, for example, the healthy eating programme. This has effectively helped children to adopt new eating habits.

Regular staff meetings are held and these contribute to the self-evaluation process. The management demonstrates a capacity to maintain continuous improvements. For example, the outside space is changed into an imaginative play area to promote children's development through planned play activities and to extend their learning. Staff work well as a team and are competent in their roles to support children.

There is a strong partnership with parents who receive a prospectus that provides information about the setting. The management invite feedback on projects that they have planned, for example, healthy eating. Consistent systems of communications such as newsletters and daily diaries are used to keep parents informed about children's well-being and their involvement in activities. However, for some parents the communication does not include regular feed back on children's progress. Nor are they aware of information that is shared when children leave to attend other settings. This means that in some instances children might not benefit from maximum support to maintain the continuity in their learning. Nevertheless, parents express a high level of satisfaction with the friendly environment of the setting that fosters their child's contentment. The manager and staff work well in partnership with other settings such as the local Children's Centre to deliver some activities. External agencies provide guidance to ensure staff develop effective skills in supporting children with additional needs through planned programmes that promote their development.

Children are valued in the setting and all are included in activities according to their stage of development. Individual needs are addressed effectively through discussions with parents and through observations of children's development. The setting provides an inclusive environment with many images that reflect examples of diversity. The organisation of equipment and resources at children's level enables easy access for play and staff are effectively deployed to support children throughout the day.

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

Staff have a well-developed understanding of the Early Years Foundation Stage and use the effective key worker system to support children to achieve good outcomes. Children's language skills are growing because the adults talk and listen to children consistently. Some staff use play activities to promote critical thinking skills, for example, by questioning what might happen if the flow of water is hindered. The print-rich environment promotes children's recognition of letters and this means that some children practise mark making while others form recognisable letters of their names.

A systematic approach is used to make observations of the children as they learn through play. These are used to inform planning for future learning through group activities or on a one-to-one basis. Planning is of a good quality and includes learning intentions to meet children's individual needs. Staff incorporate children's preferences into play activities. For example, cars are used to promote learning of numbers, textures and colours for some children. The adults promote children's learning through daily routines, for instance, counting is encouraged as they set out equipment at dinner time.

Children are learning to have regard for others because the staff encourage sharing and they are gaining a good understanding of taking turns during play. Children enjoy playing in the outside space where they have ample opportunities to access a wide range of equipment. Listening skills are promoted in a fun way as children use speakers. The water feature holds children's attention whilst they learn about the scientific concept and enjoy water play. Children's large muscle skills are developing as they run around in the spacious area and imaginative play is encouraged through the use of the role play equipment.

Children's independence is growing because staff encourage them to take responsibility for their personal hygiene. In a large group session adults explain why they should wash hands but children do not always dry their hands after washing because they are not consistently reminded to do so. Hand washing practice linked to nappy changing is not always rigorous and this means that children's good health may be compromised. The nursery has been involved in a healthy eating project and this ensures that children have opportunities to develop an awareness of healthy options. All children have independent access to fresh drinking water and babies have individual beakers that staff offer at regular intervals. Children develop a positive attitude towards being active because the free-flow facility encourages movement between the indoors and outside. They are well behaved because all adults set consistent boundaries. They are gaining an understanding of staying safe because they are encouraged to be careful during activities. The wide range of activities ensures that children develop skills for the future as they progress towards the early learning goals.

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	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	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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