

# Walton Kiddiwinks Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	322385
<b>Inspection date</b>	17/05/2011
<b>Inspector</b>	Jean Thomas
<b>Setting address</b>	54/56 Grey Road, Walton, Liverpool, Merseyside, L9 1AY
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<b>Email</b>	
<b>Type of setting</b>	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

Walton Kiddiwinks Nursery was registered in 1998. It is privately owned and managed. It operates from the ground floor of a large detached Victorian house in Walton, Liverpool. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7am until 6pm, all year round with the exception of bank holidays. A maximum of 35 children may attend the nursery at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage. 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 three and four year olds. The nursery supports children with a special educational needs and/ or disabilities and children who speak English as an additional language.

The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 and level 3. 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 enjoy and participate in a broad range of activities and experiences, both indoors and outdoors, which supports their good progress towards their early learning goals. Partnerships are established with parents and other agencies to promote continuity in the children's learning and development and to meet their individual needs. The management and staff team are committed towards continual improvement to improve outcomes for children and their families. However, there is an omission in the maintenance of the legally required documentation and the risk assessment does not give consideration all potential hazards.

## What steps need to be taken to improve provision further?

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

- ensure written consent is requested from parents, at the time of the child's admission to the provision, to facilitate the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 31/05/2011
- ensure the risk assessment identifies aspects of the environment which may present a potential hazard to children (Suitable premises, environment and equipment) (also applies to the compulsory and 31/05/2011

voluntary parts of the Childcare Register)

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

- develop the systems to establish children's starting points to inform the initial planning
- involve parents and children in the self-evaluation process for a fully reflective view on practice and to inform targets for future improvements.

## **The effectiveness of leadership and management of the early years provision**

The children are safeguarded through policies and procedures including recruitment, induction and appraisal systems. The designated safeguarding practitioner has attended relevant training on a regular basis to ensure her knowledge is secure. Children's safety is given priority throughout the setting. The close circuit television is used to monitor person's admitted to the nursery. Risk assessments are completed for the setting and outings. However, these do not identify aspects of the environment which may potentially present a hazard, such as the large outdoor climbing apparatus and the collecting of rain water on the trough lid. Overall, the documentation is in place as required to support the management of children's welfare. This is with the exception of written permission being requested at the time of the child's admission to the seeking of any necessary emergency medical advice or treatment in the future.

The management team and staff demonstrate a commitment towards continual improvement of their provision. They use quality assurance and self-evaluation systems, knowledge gained through training and support from the local authority to improve practice. However, parents and children are not involved in the self-evaluation process for their views to be considered when identifying areas for improvement. The recommendations from the previous inspection have been addressed. The recommendations relating to the children's learning and development have been met through the implementation of the Early Years Foundation Stage. This includes increasing opportunities for developing children's skills of independence and involving parents in their child's learning. The safeguarding and complaints procedures have been revised as recommended.

The key person system strengthens links with families and support for children's well-being. Staff warmly interact with children during play and respond to their individual needs. In this fully inclusive environment, staff promote a positive 'can do' attitude to support children and to help remove barriers to their participation and achievement. The continuous provision of resources and play materials provides opportunities for children, across the age ranges, to make their own decisions, explore, practise and apply their learning. The communication friendly spaces provide children with areas within their playroom where they can relax, talk with staff and friends and enjoy books. The importance and value of outdoor play has been enthusiastically embraced by the staff. The nursery provides outdoor clothing for children to benefit from this environment throughout the year. The

outdoor area is an intrinsic part of children's daily play and learning and allows children to pursue their natural desire to be energetic.

The partnership with parents is good. Parents comment favourably about the quality of the provision and the progress their child is making. Parents are provided with information to keep them informed about the organisation of the nursery and the events of their child's day. There are systems in place for parents to be involved in their child's learning and development. For example, they are invited to contribute to their child's learning and development profile, to record their child's achievements from life outside the nursery on the attractive display and to take the book bag home. The staff provide information to support parents with the different stages of child development, such as, potty training and eating habits. The cook offers parents advice and guidance regarding dietary needs. Information is gathered from other providers delivering the Early Years Foundation Stage for the children who also attend the nursery to promote continuity and progression. Systems are in place to support children's transition to school, including teachers visiting the nursery and the sharing of children's records with parental consent. The sharing of information between parents, staff and other professional agencies is effective to meet children's individual needs. Staff follow guidance given from other agencies to help children achieve their full potential in their learning and development.

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

The children are happy and gain confidence within a stimulating and caring environment. All ages of children have fun initiating and developing their own ideas. In line with the Early Years Foundation Stage principles, staff follow the children's interests. Staff extend children's learning through their involvement in the child's chosen activity. Staff complete regular observations of the children's and these are used to plan the next steps in their learning and development across the six areas of learning. The nursery has recently introduced a tracking system using the learning and development expectations of the Early Years Foundation Stage to more effectively prioritise individual children's planning. Information is gathered from parents when children start to support staff in their planning to meet the children's individual needs and appropriately support their learning and development. However, there are inconsistencies in the process, such as the type of information established, to effectively build on what children already know and can do.

The children become confident speakers. They express their views and engage in conversation with friends and adults. The older children confidently move between the indoor and outdoor areas, as their play ideas develop. They show good skills in self-care as they dress themselves appropriately putting on boots and water proof clothing before going outside. Their conversation with staff shows their understanding of the importance of self-care and personal hygiene. Outside the children use their problem solving skills as they construct using a range of resources including cardboard tubes, boxes and the climbing frame. Numbers and

basic calculations are regularly explored and extended as children play. The younger children confidently climb and balance on the large soft shapes showing an enjoyment for physical activity and developing coordination from an early age. Children have the opportunity to learn about the world around them as they visit the local farm, library and rail station to see the trains. The younger children's drawings express their own impressions of their trip are displayed. Opportunities, such as these to make marks and develop their early writing skills are integral to the children's creative development. For example, in role play children use writing materials showing their understanding that writing carries a meaning and they draw staff's attention to the marks they are making in the play dough. The children learn about technology in our lives as they use everyday pieces of equipment in role play, such as, the telephone and tape recorder. The older children develop information and communication technology skills as they use the mouse control to operate computer programs. The children develop skills for the future as they make progress in communication, literacy, numeracy and skills linked to information and communication technology.

A healthy lifestyle is promoted to support children to develop positive attitudes for their future well-being. The children have continual access to fresh drinking water and from an early age respond to their bodily needs and drink when thirsty. The children's meals are freshly cooked on-site. For snacks, children choose from a platter of fruits. Older children show an understanding of the importance of following good personal hygiene procedures as they independently wash their hands before eating. Meal times are social occasions for all ages of children. Staff and children sit together and obviously enjoy each others company. Older children serve themselves, confidently deciding which food and amount they want. This practice reflects the ethos of the nursery where children's individuality is respected and children learn to respect and value people who are different to themselves. The children play cooperatively together and are learning to share and to take turns and are forming friendships as a result. The children help to take care of their environment, for example, older children without prompt fetch the hand brush and shovel to sweep up spilt flour from the play dough activity. The children are learning to be aware of their own safety, as well as that of others. Staff use visual aids to discuss safety issues and these are reinforced in the daily practice. Attention is given to developing children's understanding about the importance to recycle items and to consider their environment. For example, they learn to turn the taps off in order not to waste water as they wash their hands.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	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:

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) 31/05/2011

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) 31/05/2011