

Kinder Castle

Inspection report for early years provision

Unique reference number

EY255819

Inspection date

16/06/2011

Inspector

Hilary McKenning

Setting address

75 New North Road, Huddersfield, HD1 5ND

Telephone number

01484 546 666

Email

info@kindercastle.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 Castle Day Nursery operates in a listed detached dwelling within walking distance of the centre of Huddersfield. The nursery has been registered since 2003. The building has been converted into three ground floor rooms for babies under two years of age, first floor rooms for children up to three years old and a second floor play area for children up to five years old. There is a kitchen, laundry and toilet facilities on-site. There is an enclosed area to the rear of the property for outdoor play.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. They may care for a maximum of 50 children and there are 82 children currently attending. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. The nursery opens from 7.30am until 6pm, Monday to Friday throughout the year. The setting employs 18 members of staff including ancillary. All staff working with the children hold relevant childcare qualifications. The setting receives support from the community teacher and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and eager to participate in the wide range of interesting activities where they can learn about themselves and discover differences. They confidently initiate their own play within a supportive and secure environment. Staff have a positive partnership with parents, taking time to develop a good understanding of children's individual needs to promote inclusive practice successfully, although, this does not extend to their involvement in children's learning.

Planning is focused around children's interests and observations show children are making good progress, although, this is not consistent across all areas of learning. The provider recognises the value of continuous improvement and there is a system in place to monitor and evaluate the service to promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the planning of activities using assessments and observations to cover all areas of learning
- develop further opportunities to involve parents in their children's learning.

The effectiveness of leadership and management of the early years provision

The nursery is managed effectively to safeguard children. The staff are well informed and have a very clear understanding of their role in keeping children safe. There is a comprehensive selection of policies and procedures, which contribute to the operation of the service and welfare of the children. These are reviewed regularly and shared with parents. There is a clear vetting process in place for all adults in contact with children and all documentation is stored securely ensuring confidentiality is maintained. Children are safe in the environment and security systems are good. The risk assessments in place are effective in minimising risks to children and the procedures to support children's health and well-being work well.

Systems in place to support children's learning and development, including the organisation of resources and space is effective. The staff are deployed well within the nursery ensuring children receive the support they need to aid their overall welfare. The staff support equality and diversity well and resources are available to help the children learn to value the individuality of people and their lifestyles.

Children are introduced to safety and how to keep themselves safe, for example, there are topics around road safety and records show children are involved in regular fire drills. The staff take their lead from children and the planning of activities follows children's interests. The nursery demonstrates that they are able to make necessary improvements and have successfully addressed the recommendations from the last inspection. There is a system in place to monitor and evaluate the service that is currently being reviewed. There are suitable systems in place to deal with accidents involving children and any medication that is given. All written parental permissions are in place. Parents have been informed about the procedure for making a complaint and there is a clear system for keeping a record of any complaints.

There is a positive relationship between staff, children and their parents. Staff regularly share information with parents through the communication book that goes between home and nursery. Parents are invited into parents evening to discuss their child's development. They are aware they can access their child's achievements records at anytime, however, they are not actively involved in their child's learning. There is also a notice board and newsletters to keep parents informed of the events within the nursery. They have recently developed a parent's forum which has been instrumental in organising events, such as the summer fete. There are established links with other local providers of the Early Years Foundation Stage and systems are in place to support transitions into school.

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

Children's welfare, learning and development are promoted effectively as there is an effective key worker system in place that supports children's individual learning needs and children are progressing well. The provider has a good understanding of the Early Years Foundation Stage framework and is using assessments of children's achievements to inform planning for the next steps in their development. However, these do not routinely cover all areas of learning. Children are encouraged appropriately to take turns and join in activities, such as when they play a matching game. Children make recognisable marks whilst making cards and some children successfully write their name. They are learning to recognise familiar words from displays and they frequently look at books and listen to stories. Children receive praise and encouragement as they achieve a task and for trying, supporting children's well-being effectively. Children are learning about size and shape as they fill different types of containers in the water and sand. They use words such as long, top and bottom, supported by effective questioning from the staff. Children operate equipment skilfully. For example, they change the music on the music player developing skills for the future well. However, there are limited opportunities for children to experience information technology. All children in the group are equally involved as they enjoy exploring the play dough, making small shapes and fitting them into bun trays. Communication skills are focussed on through daily routines and activities children enjoy. There are also many other plans in place to support children, such as extending their counting skills and colour recognition.

Babies enjoy the wide variety of natural objects and giggle together as they enthusiastically rock and sway as they listen to musical toys. There are effective routines in place that promote good hygiene and protect children's health. Children enjoy healthy snacks and discuss their favourites, such as the juicy orange or the crispy red apples. Children can choose whether to drink water or fruit juice which they can independently access. Children receive regular fresh air and exercise to keep them healthy outdoors. For example, they have opportunities to develop their physical skills as they can practise their skills of coordination, balance and control as they sit and ride-on toys. Indoors, they are very active and excitedly join in the 'sticky kids' exercise routine, bending, stretching and moving to action rhymes.

Children's behaviour is effectively managed and positive encouragement means they behave well and show kindness and consideration towards each other. There are suitable methods in place to deal with unacceptable behaviour, such as distraction and re-direction. Children are learning about the wider world and diverse communities. They access a wide selection of resources, such as, books, small world and role play activities to promote positive messages to all children. There are pictures displayed reflecting cultural differences and disability and there are posters in prominent positions which depict words in various languages. The children celebrate various festivals and experience different food tasting sessions.

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

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

Met