

Kidsworld

Inspection report for early years provision

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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

Kidsworld Nursery is privately owned and situated in the Dovecot area of Liverpool. It was registered in 1997. The nursery serves the local area and has strong links with the local school. 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 with the exception of public holidays. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 44 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 50 children attending who are within the Early Years Foundation Stage. The nursery provides funded early years education for three and four-year-olds and also for the two-year-old's pilot project. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications. One member of staff is a qualified teacher status and two of the other staff hold Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Attentive and caring staff have created a setting where all children and parents are warmly welcomed. Staff have a good understanding of the Early Years Foundation Stage and how to implement this in practice. Consequently, children are making good progress in their learning and development. The staff ensure that the safety and welfare of children is well promoted and an effective partnership with parents ensures that children's individual needs are well met. Systems to evaluate and improve practice have been devised and, although staff have had the opportunity to contribute to this process, the views of parents have not yet been included.

What steps need to be taken to improve provision further?

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

- develop further the systems for assessing children's starting points and capabilities by gathering more information from the parents when children first attend the setting
- develop further the self-evaluation process to improve the outcomes for children and seek and include the contributions from parents.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are very good and staff are fully aware of the policies and procedures to follow should they have any concerns about a child in their care. Effective recruitment, employment and induction procedures ensure that staff are suitable to work with children. Risk assessment is undertaken by staff and checklists completed on a daily basis are countersigned by the staff member carrying out those checks. All staff attend regular staff meetings and the appraisal system enables them to identify with their manager any future training needs. When possible, the manager organises in-house training, thus enabling all staff to attend at the same time.

The well-organised deployment of staff and an efficient key worker system means that children receive good individual attention. The competent staff team work well together and have a clear understanding of the individual needs of each child in their care. All staff have a clear understanding of the Early Years Foundation Stage Framework provision, and provide children with a broad range of activities and age-appropriate resources. Consequently, children are motivated and interested in the enjoyable and challenging learning experiences they receive at the nursery on a daily basis. Observations and assessments of each child's progress and development are carefully monitored and the next steps in their learning planned for. However, enough information about each child's abilities when they first attend the nursery is not clearly identified. The setting is inclusive and children are valued and cared for as individuals. Included in the range of resources and activities, are some which reflect cultural diversity and broaden children's awareness of the wider world. There are well-organised systems in place with the local primary schools to support children as they make the transition from nursery to school a smooth and enjoyable experience. Staff have a good understanding of how they can support children with learning difficulties and/or disabilities and also children who speak English as an additional language. Parents receive information about the setting in different ways. On a daily basis staff and parents chat to each other as children are brought to and collected from nursery. The entrance hall and noticeboards provide information about forthcoming nursery events.

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

Children are cared for in a secure and stimulating environment, enabling them to play and learn safely. Staff encourage children of all abilities to confidently enjoy their outdoor play. They freely access a wide range of resources and activities. Children explore as they go with staff to look for worms complete with their magnifying glasses or collect their leaves for their collage activities. Children learn to balance and proudly show off their skills as they walk around on their stilts. They enjoy climbing and use the climbing frame and slide. Practising their throwing skills as they play hoopla, they show their delight when the ring they have thrown goes over the cones. Staff are always on hand to ensure children's safety and to offer them praise for their achievements.

Children begin to learn about other people's lifestyles and abilities by using a good selection of relevant books and resources. For example, there are posters and books which display the many cultural backgrounds and customs of children, not only in their local community but also in the wider world. The activity programme includes the celebration of festivals, both seasonal and cultural, as they occur throughout the year. There are books and role-play resources around the setting which reflect children's differing needs and abilities.

Trips to local places of interest take place frequently and, occasionally, children may visit venues further away which then involves hiring a suitable coach. They visit such places as the zoo or safari park and here children learn how animals live and are cared for. Indoors, children paint and glue with increasing skill and use modelling materials, which helps them understand different textures. For example, sand is freely accessible and they skilfully learn how to use the shape cutters with the play dough. Other children choose to go and play in the construction area where they access a varied range of building blocks. Each room has a sensory area and a selection of treasure baskets which children explore. Skilful staff help develop their communication and language skills as they talk to them about the different objects they are holding. Children throughout the nursery happily join in songs and action rhymes which have an element of counting and calculation. Children develop an understanding of shape and space as they successfully complete one of the many shape-sorting puzzles. Some activities help children become familiar with measuring concepts as they put on their wet play clothing and enjoy splashing about and pouring water from smaller containers into larger one and vice-versa. They gain confidence in everyday technology as they access a computer and a selection of programmable toys. For the very young children there are lots of resources that make different sounds when buttons are pressed or shape sorter puzzles that light up as the pieces are fitted in. The activity plans are displayed in each room and all activities link into the six areas of learning. The children's learning journeys identify the activities they have participated in and also the next steps in their learning. Each child's key worker is responsible for the monitoring of the children's progress as they complete a learning journey for the children in their care.

Children develop a good awareness of healthy living. Staff talk to children about the benefits of exercise, and drinking water is always available. They enjoy a range of balanced and healthy lunches and snacks which are freshly prepared at the nursery. Children learn where food comes from. For example, children were observed planting their own cress seeds which they will monitor as they grow and then enjoy as eat their egg and cress sandwiches. Staff explain to the children about the growing process and how they have to keep it watered. Outdoors, staff and children have planted their boxes up with a range of different flowers and plants, including a lavender plant which helps children develop their sense of smell.

Children learn about keeping themselves safe as they go out and about with staff and participate in good road safety practices. They become aware of why the pavements are raised and how people without sight or hearing use a special button to safely cross the road. Regular fire drills take place, thus ensuring that

children participate in the safe evacuation of the nursery in the event of a fire or emergency.

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