

Meredale Day Nursery - Kinder Group Limited

Inspection report for early years provision

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| Unique reference number | 103719 |
| Inspection date | 26/09/2011 |
| Inspector | Susan Scott |
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| Setting address | Solomon Road, Rainham, Gillingham, Kent, ME8 8EB |
| | |
| Telephone number | 01634 362221 |
| Email | |
| Type of setting | Childcare - Non-Domestic |

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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

Meredale Day Nursery is one of ten nurseries privately run by Kinder Groups Ltd. It opened in 1997 and operates from seven rooms in a building which was originally Meredale Infant School in Rainham, Kent.

All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both parts of the Childcare Register. A maximum of 103 children may attend the nursery at any one time. The nursery is open each weekday from 7am to 7pm, or later by special arrangement, for 51 weeks of the year. There is an After School Club and a Holiday Club for children, who attend school. There are currently 110 children, aged from three months to five years on roll. Of these, 50 children receive funding for early education. Most children are from the local area. The nursery currently supports a number of children with special educational needs and /or disabilities and also supports a number of children who are bi-lingual.

The nursery employs 20 members of staff. Of these, 16 hold appropriate early years qualifications and one are working towards a higher qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide good support for individuals overall, ensuring that all children make progress in their learning and development. Children feel safe because there are good systems in place to safeguard their welfare and staff identify any necessary improvements. They benefit from easy access to a wide range of interesting resources and plans, which take account of their needs and interests. Children's welfare is successfully promoted through well understood procedures and proactive systems for evaluation. All the staff work closely together to evaluate the provision and their capacity to keep improving is good. Children's good progress is underpinned by very positive relationships and good systems to involve and communicate with parents and carers.

What steps need to be taken to improve provision further?

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

- further develop records of learning and development so that they clearly evidence the progress children make
- take steps to prevent hazards, such as contamination of outdoor play facilities by animals

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The staff have a good understanding of safeguarding as they attend regular training and have established well understood procedures for dealing with concerns or allegations. The staff are aware of how to record information and when to follow this up. The induction system for new staff ensures they are aware of safe practice. There is clear information provided for staff and parents on how to raise complaints or concerns and staff respond to any concerns in a professional manner. Children are protected by the frequent checks and there is a record of risk assessments, although there are no covers on outside sand and pebble areas to eliminate fouling by animals at present. However, staff take measures to minimize this hazard through procedures such as checks.

Play resources are age-appropriate and in good condition, allowing children to experience play and learning, which is adapted to suit their ages and stages of development. There is a good range of resources catering for the interests and needs of the children who attend. For instance, there are plenty of interesting resources in the outside play areas, including a giant painted clock on the playground and a large chalkboard. The staff continually review and assess the environment and adapt the layout to appeal to the children. For instance, the role play and book areas have recently been moved and new seating for children in the latter has proved a success. There are varied resources reflecting diversity and showing different languages, reflecting those spoken by children and families who use the nursery. Staff offer a warm welcome to children with special educational needs and/or disabilities. Children with additional needs are able to make good progress and supported by well constructed targets, outlined in their individual education plans.

The managers and staff complete a self-evaluation and identify improvements they intend to make; for example, they have reviewed children's records of development and made changes to the outdoor, which has a safety surface and a roofed area for babies' use in any weather. The children continue to benefit from on-going changes made to the varied play areas; for example, the pre-school room has been reorganised to promote and extend children's self chosen play. The continual review of provision allows staff to keep building upon the quality of the provision. A good awareness of the needs of children and constant participation in a variety of training, invigorates the practice and enthusiasm of staff.

A good two-way flow of information ensures staff regularly make parents aware of children's achievements and discuss any concerns they may have. Information is shared when children first begin at the nursery, and the use of learning journeys enables continuing parental contributions. Parents report their satisfaction with the frequent written and verbal feedback about their children's progress and achievements. The staff have very positive relationships with parents which enables them to work together to meet the needs of individual children. Parental contributions are valued, for example, through use of questionnaires and a

suggestion box. All parents spoken to at the inspection expressed their great satisfaction with the service they receive and are confident that their children make good progress. There are good opportunities for children to experience visitors when parents come to read them stories and they have frequent contact with the adjoining school which enables smooth transitions for children who are moving on there. There is good contact with other local schools whose pupils attend the after school club and with a variety of professional organisations in the community who support the children. Children benefit from such contacts, for example, they are able to attend sessions at a local Children's centre which offers specialist provision.

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

Children enjoy a varied and stimulating range of play activities to support their progress towards the early learning goals. There is a clear and well understood system for making frequent records of children's achievements and experiences. Records note observations of children's development and staff use these to assess progress and to plan for the next steps in children's development. Occasionally, these assessments are not dated, and so do not show the sequence of progress clearly.

The staff contribute to weekly plans and key staff also plan for their own groups of children to so that they can take account of children's interests. The staff offer good opportunities for children to develop and learn by identifying activities that can be used to promote individual progress and incorporate these into their plans. All plans are based upon very appropriate activities and refer to the areas of learning in the Early Years Foundation stage. Key staff know their key children very well and identify their learning styles and welfare needs with great confidence.

Staff successfully support children's independence, and promote opportunities for babies and children to make their own choices. For instance, babies can decide to play with dough or enjoy other play resources. Babies and toddlers have access to cots or beds with freshly laundered bedding at a time that suits their individual needs. Staff ensure children are protected by good systems to administer medication and to deal with any sickness. Children play happily in this safe environment as they feel secure and can enjoy opportunities to visit other rooms to prepare them to move on. This promotes their confidence and enables them to become familiar with other staff and older children who they will be joining. Older children extend a caring attitude towards children who are new to the after school provision by showing them where to hang coats and bags and ensuring they have sufficient food at tea time. There are good measures in place to ensure children are kept safe and secure; for example, they regularly practice emergency evacuations.

Children enjoy their time at the nursery as staff recognise their skills and praise their achievements, displaying a variety of their work and encouraging further contributions. Children's relationships with each other reflect the good role models of the staff who value the children and treat them with respect. Children's

behaviour is very good and they are sensitively reminded to be kind and share with each other if the need arises. Children develop an awareness of their own health by enjoying opportunities to discuss the foods they eat and they learn the benefits of a healthy diet. Children are protected by hygienic practices used by staff who change nappies and they enjoy a balanced diet with frequent drinks and plenty of fruit. Babies and children benefit from frequent opportunities to experience the outdoor environment, including local outings, as well as using the outdoor play areas. For example, they visit the local parks and children attending the holiday club go on varied outings. All children are able to use the outside play areas, accessing a range of apparatus such as, bikes, water play and games, many of which encourage vigorous physical activity.

Children enjoy exploring a variety of natural objects and learning how to care for the guinea pigs, fish and giant snails. All children learn how to use technical toys and a computer and enjoy listening to music played by a compact disc player. This promotes their confidence and understanding of technology. Children learn how to use knives and scissors through practical activities such as spreading toppings on their crackers at snack times, and cutting items for craft activities. Staff assist them and discuss the relevant safety issues. Children enjoy using the resources for imaginative role play, including dressing up clothes and sunglasses which enable them to learn about real life situations. Babies enjoy exploring the texture of dough, using a variety of tools and pretend to make cakes.

Children frequently enjoy sharing and using books, building upon their understanding of reading and they develop their vocabulary when staff read to them. Children have made good progress developing their writing skills and some like to sign themselves in at reception by making marks on the sheet provided. They are encouraged to name their own work and all children learn to recognise their name on their own tray which they place their belongings in.

At the after school provision children enjoy the opportunity to make their own snacks and choose how they wish to spend their time in a dedicated room or outside. They enjoy a range of local trips and outings in the holiday periods and develop their social skills by playing with other children who attend different schools. Some of these children said they wanted the club to 'stay as it was' when asked if there was anything they wished could be provided.

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

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| 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

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| 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

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| 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

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| 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