

# Kid Ease Day Nursery

Inspection report for early years provision

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**Unique reference number** EY276220  
**Inspection date** 10/11/2011  
**Inspector** Sue Mann

**Setting address** Kid Ease At County Hall, On The Boardwalk, 41 Harriet Court, Norwich, NORFOLK, NR1 2DG  
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**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.

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## Description of the setting

Kid Ease Day Nursery was registered in 2004. It is located within the grounds of Norfolk County Hall in Norwich, Norfolk. The Nursery serves the local area and parents working at Norfolk County Hall. The nursery is accessible to all children and has a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am till 6pm all year round. Children may attend for a variety of sessions. A maximum of 61 children may attend the nursery at any one time. There are currently 59 children attending who are within the early years age range. The nursery is registered on the Early Years Register. The nursery provides funded early educations for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 staff. Of these, one holds Early Years Practitioner Status; most other staff are qualified to at least 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.

The nursery has an inclusive approach and overall children are settled, safe and secure. They make excellent progress in all areas of their learning and development because staff have a comprehensive knowledge of the Early Years Foundation Stage and know how to promote high quality outcomes for children. The nursery provides effective tailored support for children with special educational needs and/or disabilities. Children benefit from good partnerships between staff, parents and carers. The nursery continually evaluates effectively the quality of the provision and is aware of their strengths and weaknesses.

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

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

- review changing routines for children aged two years to ensure good hygiene practices
- review systems to provide children with opportunities and experiences to keep their interest and involve them whilst the room is being prepared at transition changes, this relates to mealtime arrangements.

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

The nursery has clear written safeguarding procedures. All staff has a good knowledge of safeguarding issues which ensures that overall, children are

safeguarded whilst at the nursery. Systems for recruiting new staff are effective, ensuring all staff have the necessary checks in place to be working with children. New staff are issued with a handbook ensuring they are fully aware of the nursery's policies and procedures. Children depart the nursery very safely as a buzzer system in operation which allows staff to control that collects the children. Effective risk assessments are in place and carried out daily to ensure the safety of the children whilst at the nursery.

The nursery's self-assessment and self-evaluation systems are rigorous and are constantly being reviewed and updated where needed. Each room has their own self-evaluation procedure which ensures staff are proactive in reacting to children's changing learning and developmental needs. Staff and parents actively contribute to the wealth of high quality policies and procedures prior to being written, this ensures that actions taken by the nursery are well targeted and bring about sustained improvements. Processes for managing the staff's performance and their professional development through one-to-one sessions, buddy schemes and staff meetings are used exceptionally well to further develop the staff's confidence and promote effective outcomes for children.

The nursery has adopted a natural ethos and imaginative environmentally based wall displays are evident all around the nursery. The innovative use of fabrics, cushions and resources has allowed the staff to create rich, varied and inventive environments in most of the rooms which promotes children's exploration skills and provides snug areas for story times. Staff have a good knowledge of each child's background and needs through a good welcome pack. They consider aspects of each child's well-being through the successful implementation of a 10 point plan designed to monitor the level of children's involvement within the nursery. This helps staff to ensure that children make very good learning and developmental progress in relation to their starting points.

Children benefit from a comprehensive range of exciting, stimulating and fun resources at the nursery which promotes enhanced learning and development outcomes. The nursery is taking well-considered steps through the introduction of natural, open-ended resources to ensure that environment and nursery is sustainable.

Overall, the nursery has a good partnership with parents. Parents are asked for their views on the setting's policies and procedures through the use of questionnaires and suggestion boards. Leaflets are available for parents informing them of the Early Years Foundation Stage requirements, advice on common childhood complaints and more recently the 10 point well-being and involvement plan implemented within the nursery. Parents are kept informed verbally of their child's day and through the use of diaries for younger children. Parents commented that they would like further parent evenings arranged and the chance to talk to their child's key worker on a more formal basis. The nursery is highly committed to working in partnerships with others and takes a lead role in establishing effective working relationships. There are established and effective partnerships with professionals involved with individual children, which successfully promotes their learning, development and welfare.

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

An effective settling-in process ensures that children are supported to develop a strong sense of belonging. Staff take time to get to know each individual child which ensures they are able to support each child's learning and development appropriately. Children progress exceptionally well in their learning and development through the well-planned, rich, varied and imaginative environment, both indoors and outdoors, which enhances all aspects of their development. Children display good levels of confidence and self-esteem as they are given opportunities to actively contribute and be independent at the nursery. Children are encouraged to serve their own meals and wash their bowls once they have finished. Overall, their good health and well-being is promoted through nutritious, home cooked meals provided by the care home located on the floor above the nursery and the availability of fresh drinking water at all times. However, nappy changing arrangements for two-year-olds is not managed well.

Staff assess the children's development through the rigorous high quality observations which is effective in planning next steps and promoting high quality outcomes for the children.

Children develop excellent physical skills through the range of outdoor resources, areas created around the garden, such as the wooden tubes which they use to roll balls and other objects down, inspiring the children to develop their problem solving skills. Whilst prompts around the garden encourage the children to develop their knowledge and understanding of the world through observation and examination of trees, plants and the wonderful array of woodland wildlife attracted to the nursery garden. Indoor investigation areas stocked with a vibrant range of resources furthers children's understanding of the environment. The baby room has a fish bowl for the children to observe, which enhances the environment around them. They develop problem solving skills through completing puzzles and building with construction toys. Children use mathematical language in their play as they identify size and shapes of resources such as shells, which they also count.

Children's information and communication technology skills are enhanced through the use of a computer, cameras, phones and various electronic toys. Creative and mark making area's all around the nursery promotes children's creative and small muscle skills development. Whilst their cultural awareness is developed through the role play areas, books and music. The children also experience the richness of other cultures through planned activities and the tasting of foods from around the world. Children's communication, language and literacy skills are enhanced through the constant interactions with staff, singing and story times.

## 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	1
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	1
The effectiveness of partnerships	1
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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### 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	1
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	1

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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