

# Kids Count Hartford

Inspection report for early years provision

---

<b>Unique reference number</b>	305090
<b>Inspection date</b>	12/12/2011
<b>Inspector</b>	Wendy Dockerty

<b>Setting address</b>	Kids Count, Riddings Lane, Hartford, NORTHWICH, Cheshire, CW8 1NA
<b>Telephone number</b>	01606 74100
<b>Email</b>	jennie@kidscountonline.co.uk
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Kids Count Hartford nursery and out of school club opened in 1994 and operates from five age related group rooms. The premises is a purpose built, mobile building, situated in the grounds of Hartford County Primary school, near to the town of Northwich. The setting is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare register.

A maximum of 98 children may attend the setting at any one time. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year with the exception of Bank Holidays. Children have access to a secure, designated play area outdoors. There are 102 children aged from birth to five years on roll, of these 53 children receive funding for nursery education. The setting caters for children with special educational needs.

The nursery employs 19 staff, all of whom hold relevant early years qualifications and one is a qualified teacher. Two staff are working towards an Early Years Professional Status qualification. The out of school club opened in 1995 and operates from a separate purpose built mobile building on the same site as the nursery. Children have access to one main play room and two smaller rooms. The out of school club is open each weekday from 8am to 9am and 3pm to 6pm during term time, except for Bank Holidays. A Holiday Club operates weekdays from 8am to 6pm during non-term time, except for Bank Holidays.

Children have access to a secured outdoor play area and use of the school playground. The out of school club employs seven staff. All staff hold appropriate qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide an inclusive and welcoming environment for children. They work well with parents, carers and other professionals to ensure children's individual welfare and learning needs are addressed. The observation and assessment system does not link directly to plans for children's individual learning. The required documentation is well maintained, although policies are not provided directly to parents. The management team place a strong emphasis on continuous improvement, and the vision for the setting is shared with staff. However, some safety equipment has not been maintained as required as part of the welfare requirements.

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

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

- ensure that appropriate fire detection and control

12/12/2011

equipment (for example, fire alarms, smoke detectors, fire extinguishers and fire blankets) are in place and maintained in working order

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

- further develop the observation and assessment systems so that the next steps identified in individual children's learning are recorded and demonstrate how these are linked to plans for future activities
- review the information provided for parents to ensure that the policies and procedures, specifically complaints policy and safeguarding children policy, are shared effectively.

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

Staff have a clear understanding of their responsibility to protect the welfare of the children they care for. Policies and procedures for safeguarding children are in place and staff are kept updated on changes in procedures through discussion and in-house training at staff meetings. These policies and procedures are available at the setting on request. However, this information has not been successfully shared with parents and carers to ensure they have a clear understanding of the procedures that will be followed should there be any concerns regarding a child's welfare. Additional measures are taken to protect children from harm; for example, the premises are checked for hazards and risks, all staff are suitably vetted to work with children and effective security measures are in place. However, checks of fire fighting equipment have not been maintained which is a requirement of the Early Years Foundation stage and this has an impact on the children's safety.

Effective partnerships with parents and carers have been established to ensure that information regarding children's individual care and learning needs are fully addressed. When children first start to attend the setting, parents are asked to provide information regarding children's preferences, needs and development level which staff use to support children to settle in. Ongoing information is shared well because parents have the opportunity to talk to their children's key worker on a daily basis, and all younger children have a daily diary. Parents are invited into the nursery several times a year to attend parent's evening, where they can look through their child's development folder. A website, face book page, email updates and special events such as a Christmas Nativity help parents and carers to feel welcome and informed of their children's achievements.

The nursery cares for children with a range of individual needs and ensures that links with outside agencies and other professionals are in place to enable them to support children with their care and learning. Children are prepared for the transition to school because teachers are invited to visit the nursery in advance and information is passed on to help teachers plan for each child's individual needs. Staff promote equality and diversity by providing resources and activities to help children learn about their own and other cultures.

A detailed self-evaluation document has been completed to enable the setting to reflect on their practise. Comments from parents, staff and children are taken into account when considering ways to improve the provision for children.

Improvements have been made since the last inspection, such as ensuring children have greater access to physical play activities, which has had a positive impact on the children who attend. The management team are committed to continuous improvement and regularly review the physical layout of the setting in addition to the resources offered.

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

Children enjoy their time at the nursery and after school group. Staff provide a range of age- appropriate and stimulating activities which enable children to make progress towards the early learning goals. Regular observations and assessments of children are undertaken by all staff and these are compiled within the children's unique learning journey development file. Photographs and comments give staff and parents a record of the progress children have made. Staff have a good understanding of the individual children in their key worker groups. They are able to describe children's preferences and through discussion demonstrate they are aware of ways in which to support children's future development. However, the next steps that staff have identified for children's progress are not always recorded and the written plans do not show a clear link to individual children's development requirements.

Children learn to behave well because staff provide lots of praise and encouragement to reinforce positive behaviour. Older children are encouraged to take some degree of responsibility in the setting, such as choosing what snack they will have in the out of school group, and helping to tidy up resources in the pre- school group. They have good opportunities to learn about their local community through visits to the supermarket, library, post office and parks. For example, babies and toddlers go shopping with staff to buy various fruits and vegetables which they then explore during an activity at the nursery.

Children are cared for in separate rooms depending on their age range. This allows staff to provide appropriate equipment and resources to enable children to play and learn in a safe and comfortable environment. Babies are able to crawl, coast and pull themselves up to standing on sturdy furniture. They can explore the sand in the low level sand tray and watch their own reflection in the mirror. Books, dolls, vehicles and puzzles are available for them to select from independently and staff rotate the resources set out for them. Children's sleep routines are known by staff and quiet areas are provided for them to rest or sleep on low beds, prams or cots.

Toddlers and older children enjoy a variety of role-play equipment where they can act out everyday situations, such as, making drinks and food with the play kitchen toys. They build with bricks, paint snowy pictures with glittery paints and model with soft dough and other creative materials. The creative materials are not accessed continuously by the children, but staff do ensure a mix of creative play is

provided each day. The older children in the nursery, referred to as the rising school group, are cared for in a separate area for most of the day. In this room, they have free access to a good range of creative and imaginative play resources. These children have more access to resources for mark-making, problem solving and recognising shape and colour which supports their early literacy and numeracy skills. A "library" system where children can choose a book to take home and share supports children to develop an enjoyment of reading. Book areas are accessed by children in all the rooms to encourage early reading skills. All children have opportunities for exploring Information Communications Technology (ICT) equipment, such as, role play telephones and cameras, computers with age-friendly sorting and matching programmes and the interactive whiteboard which is used for various activities with the pre-school children.

Children who attend the out of school facility are cared for in two separate areas to allow them to access age-appropriate resources and equipment. They make many choices in their play and are encouraged to make decisions and get involved in the organisation of activities. Children within the early years age range have an observation file and the staff ensure they liaise with school teachers to support children's welfare and development needs.

All children are provided with opportunities to explore the outdoor area and develop their large physical skills on a daily basis. Children enjoy using a good range of equipment, such as, riding on wheeled toys, climbing on the wooden frames and exploring new ways of moving. Younger children and babies do not always have the opportunities to explore freely outside as the same area is accessed by all children, meaning that the equipment is not organised specifically for the babies' needs. Children take part in planting fruits and vegetables during spring and summer, which they grow, pick and later eat as part of snack and lunch time. This supports the children to develop a good understanding of sustainability within their own environment. They are encouraged to enjoy a healthy diet. Snacks and meals are provided at the nursery to enable children to explore a range of tastes and styles of food. Dietary needs are known and catered for. Drinks of milk and water are available and children develop independence as they learn to pour their own drinks.

Children develop an understanding of keeping themselves safe. They are involved in regular fire drill practises and the nursery has practised an intruder alert procedure. Staff talk to children at their level about using caution on the equipment and how to keep themselves safe in the nursery. Children show they feel safe in the setting because they are confident to approach staff and involve them in their play. Hygiene procedures are followed by staff who provide positive role models and the children are encouraged to follow hygiene procedures such as washing their hands before eating, after messy play and after visiting the toilet. Children develop an understanding of diversity and the wider world through sensitive discussions about children's individual needs and by celebrating various religious and cultural festivals. Resources are available in the nursery which promote positive images of diversity.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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