

Knightlow Childrens Partnership Ltd

Inspection report for early years provision

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Inspection date 09/01/2012
Inspector Christine Armstrong

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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

Knightlow Children's Partnership Limited was registered in 2004. The nursery is located in a purpose-built modular unit on the site of Knightlow Primary School in the village of Stretton-on-Dunsmore, which is situated between Coventry and Rugby. The nursery serves children from the local rural area.

The setting operates from four large rooms consisting of a baby room, toddler room, pre-school/ school club room and nursery class. The children also have use of bathrooms, nappy changing area, and the fully enclosed gardens for outdoor play. In addition, the setting has a kitchen, staff room, disabled toilet, office, milk-kitchen, and storage cupboards. The provision has sole use of the premises. The setting is open from 8am to 6pm, from Monday to Friday throughout the year with the exception of Bank Holidays and the Christmas period.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 80 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 35 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 30 members of child care and support staff. All child care staff hold appropriate early years qualifications. One member of staff is working towards Early Years Professional Status and one member of staff is working towards an Early Years degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The outstanding effectiveness with which the setting deploys resources supports children to make good and in some instances outstanding progress in their learning and development. Well-established partnerships with other settings and agencies significantly contribute to promoting children's learning, development and welfare. Good partnerships with parents ensure each child's needs are met. There is a comprehensive awareness of safeguarding among staff in the setting which ensures children's welfare is robustly promoted and protected. Extensive monitoring, analysis and self-challenge enables staff in the setting to maintain improvement and continually improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- establish consistency in systems to ensure every key worker has an exceptional knowledge of individual children's learning and development needs in order to promote outstanding learning opportunities in all areas of learning.

The effectiveness of leadership and management of the early years provision

The setting places an extremely high priority on keeping children safe. For example, to ensure any concerns are prioritised and dealt with effectively three senior members of staff have undertaken advanced training courses in child protection. In addition, an in-house child protection training course was purchased to ensure every member of staff was able to develop a comprehensive awareness of safeguarding issues. Children's welfare is further safeguarded by extensive recruitment and vetting procedures. There is a nominated Health & Safety Officer who holds a Health & Safety Executive certificate. Comprehensive risk assessments are carried out for the indoor and outdoor areas and all activities and outings. Security of the setting is robust with a security camera and a biometric door entry system at the main entrance. Meticulous arrangements are in place to protect children's good health. A recent kitchen inspection by Environmental Health resulted in a Gold rating. The Forest School Leader holds a four day first aid certificate specifically for Forest School and a number of staff members hold advanced first aid certificates.

The setting provides a service that is inclusive for all children and their families. Systems are currently being developed to ensure all key workers have an exceptional knowledge of children's individual learning needs. The environment includes positive images and displays of diversity, information for parents and photographs of children at play and displays of their work. Access to the building has been enhanced through the addition of a ramp. This portrays a message that everyone is welcome in this setting. Outstanding use of resources ensures all children have the opportunity to participate. For example, each room has access to an all weather outdoor area with PVC plastic curtains to the doors to allow free access whilst keeping in the heat during the colder weather. A natural learning environment has been designed and constructed for children under the age of three, in addition to the Forest School area, to ensure they also benefit from Forest School ethos.

The setting has been very effective in establishing very effective partnership working with the school whose ground they are based on. This has led to the setting being able to develop a large piece of land on the school site to establish a Forest School area. This partnership also effectively supports the smooth transition of pre-school children into reception class. This partnership continues for reception school children who attend the settings' out of school club. The setting is recognised with a 'Certificate of Thanks' from the Integrated Disability Service team for their partnership working in supporting children who have special education needs and/or disabilities. Partnership working with parents is good.

Parents are encouraged to become involved in the setting and contribute to improvements in children's development.

This setting is fully committed to ongoing professional development. There is an embedded culture of reflective practice and self-evaluation that has established an accurate understanding of the strengths and priorities for development, which leads to continually improving outcomes for children.

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

Overall, children make overall good progress in their learning and development. Throughout the setting strong focus is given to identifying children's current interest. Resources and activities are planned to support and build upon these. All staff members show high level of interest in what children say and do and spend time responding to them and engaging them in play. Systems are currently being developed to ensure every key worker has an exceptional knowledge of individual children's learning and development needs. For example, in some rooms information about children's starting points, in all areas of learning, is obtained from parents during the settling in period. This is combined with observations made within the setting during the first six weeks and on an ongoing basis to formulate early summary assessments of children's individual needs and next steps in learning. This is then used to inform planning. Parents continue to provide observations on an ongoing basis from home. As a result, any identified gaps in children's achievements are being identified and closed.

Children have outstanding opportunities to feel safe and learn to be safe, lead healthy lifestyles and make a positive contribution. For example, Forest and woodland school sessions provide activities that are designed to help children identify risks in the natural environment and ways in which they can protect themselves. This includes carrying branches and using tools correctly. All children, particularly those in baby room, benefit greatly from a harmonious environment and calm and caring staff members. Babies demonstrate they feel content, safe and secure. Older children learn to share, take turns and consider others. Excellent focus is given to promoting learning outdoors and promoting children's physical skills through a wonderful variety of challenging equipment including a climbing tree for older children, stepping stone logs and digging areas. Pre-school children learn to control and express their bodies through taking part in drama and movement sessions lead by a parent who is trained in this area. At times during the day, in most rooms children are able to make choices about playing in or outdoors. Children access an excellent range of resources that promote all areas of learning and enable them to initiate their own play and exploration. Healthy eating is given high priority. All food is cooked and prepared using fresh ingredients with particular attention given to minimising sugar and salt content. Children help to tend fruit and vegetable plants, harvest, wash and cook the produce and then eat it.

Children receive very good support to develop skills for the future. They are effectively supported to find out about and use a wonderful range of information

and communication technology and programmable toys to support their learning. All activities and play areas are planned to encourage inquisitive, independent and creative learners. This stimulates learning opportunities and allows children to develop their problem solving skills and encourages critical thinking. They take part in activities and experiences that help them to value similarities and differences in themselves and others. The environment is rich in print, signs and labels and books so children can develop an interest and understanding that print carries meaning. Indoors and outdoors children enjoy mark-making and develop their interest in number, shape and measure.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

The quality of the provision in the Early Years Foundation Stage	1
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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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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