

Kenleys Day Nursery

Inspection report for early years provision

Unique reference number EY429704
Inspection date 12/03/2012
Inspector Julie Wright

Setting address Kenleys Nursery School, 289 Dean Cross Road,
PLYMOUTH, PL9 7AZ
Telephone number 01752 481181
Email kerri.petch@hotmail.co.uk
Type of setting 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Kenleys Day Nursery is a privately owned provision. It opened under its current ownership in 2011 and is situated in the city of Plymouth, Devon. It operates from a large detached house. All children have access to outdoor play and the setting has a swimming pool on site. There are rabbits and guinea pigs that live outdoors.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 129 children aged from birth to eight years, 36 of whom may be under two years, at any one time. Care is also available for children up to the age of 11 years. There are currently 125 children on roll, 120 of whom are in the early years age range. The nursery is open each weekday from 8am until 6pm, all year round. There are 19 members of staff, 14 of whom hold relevant qualifications. The nursery supports children with special educational needs and/or disabilities and who learn English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe, secure and stimulating environment. They benefit from a varied range of activities, although opportunities in problem solving, reasoning and numeracy are sometimes limited. Staff promote inclusion well and have clear awareness of children's backgrounds. However, organisation and deployment of staff is not always effective in consistently meeting children's individual needs. The nursery is under new ownership and developments to practice are in process. This demonstrates a sound capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- support children in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding
- organise staffing in the optimum manner to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The nursery has effective procedures in place to assess and minimise possible risks to children. Security of the premises is robust and includes use of CCTV monitors.

Staff implement rigorous arrangements for swimming lessons and safety and supervision of the pool. Appropriate vetting, recruitment, induction and appraisal systems contribute to ongoing staff suitability. Staff have clear awareness of the Local Safeguarding Children Board procedures. They undertake relevant training in respect of child protection. Staff implement comprehensive policies to promote children's health, safety and well-being. For example, they impose recommended exclusion periods during childhood illness. Hygiene routines are thorough, which prevents risk of cross-infection.

All play areas are equipped with age-appropriate, accessible resources. Toys and equipment are in good condition and attract children's interest. Suitable arrangements are in place to meet children's dietary requirements. This includes the provision of meals and snacks with a four-week menu rota. Staff have good relationships with children and manage behaviour well. They distract children from potential conflict and provide age-appropriate explanations. Staff reassure and praise children to promote security and self-esteem. They provide a warm welcome to families and promote equality and diversity well throughout the nursery. Staff actively seek support for children with special educational needs and/or disabilities. They have effective partnerships with others, which promotes children's welfare and continuity of care. For example, staff liaise with other providers where children attend more than one setting.

Staff promote positive relationships with parents and engage with them reasonably well. They are working towards stronger partnerships, for instance, by introducing activities to encourage parents involvement in children's learning. Parents provide positive feedback at inspection. They comment on the variety of activities and are pleased with their children's overall progress. Staff demonstrate a clear understanding of their roles and responsibilities. They work generally well together and maintain ratios. However, at times there is inconsistent support available to meet each child's needs. Suitable self-evaluation procedures are in place, which identify sound plans for improvement. This includes appropriate training for staff, in respect of childcare knowledge and awareness. The new owner is working closely with the manager and staff to implement changes to improve and develop practices. For example, new systems have been put in place for observation and planning although these are still not fully embedded.

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

Children are cared for in different rooms according to their age and abilities. They settle well and form warm relationships with key people. Babies smile in response to familiar faces and feel secure. Staff are attentive to babies' needs and are aware of their individual routines. They complete daily forms with relevant information for parents. Non-mobile babies enjoy sitting close to staff, who support their development. For example, staff encourage babies to reach for toys, pull themselves up and to take tentative steps. Mobile babies like to explore the playroom. They crawl or toddle around, noticing toys and items of interest along the way. Babies make choices, such as indicating that they would like to go into

the next room. They enjoy using the toddler equipment, developing coordination as they walk up and down the steps or ramp on the slide. Staff provide suitable toys, including rattles, shakers and musical instruments. Babies and toddlers experience different materials and textures, such as, sand, water and dough.

Staff care for children aged between two and three years in separate groups for most of the day. They display photographs of children with their families at lower levels. This enables young children to see their pictures and promotes self-esteem. Children move around with confidence and choose where they want to play. For example, they go to a quiet area and look at pictures in a favourite book. Children readily prepare for snack time and demonstrate a good understanding of the routines. These contribute to their developing awareness of personal care. For instance, they know when to wash their hands and to clean their teeth. Children follow instructions well and group together when asked. They walk carefully with staff to different indoor and outdoor areas. Most activities and routines are suitably organised to meet children's needs. However, after lunch these groups combine during the staff break period. Some children lie down to sleep in one room, whilst others play in a nearby area. This is a particularly busy time with a number of children needing individual attention. A member of staff reads stories to a group of children, although others, with less adult attention, do not engage well in purposeful play. All children benefit from frequent opportunities to play outside. They readily explore the outdoor areas, which promote their learning. For instance, they make marks with accessible writing materials.

Pre-school children benefit from a suitable programme of activities, which help to develop their skills for the future. Staff are aware of children's interests and include these in planning. As an example, the role-play area reflects children's recent focus on 'construction'. They play imaginatively with replica tools, equipment and building blocks. Staff promote most aspects of children's learning reasonably well. They interact with children during activities and engage in conversations with them. There are some opportunities for children to use mathematical language. For example, they talk about 'how high' and 'how big' their tower of bricks is. They count and become aware of numbers, although calculating and problem solving are less evident. Children join in a singing activity with enthusiasm, which promotes language development. However, distractions to the activity mean that some children do not retain sufficient interest. Children are sociable, polite and learn to have consideration for others. They develop independent skills and show a sense of responsibility. Caring for the pets is a popular activity, in which children enjoy stroking and feeding them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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

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