

Kalgarth Grange Nursery

Inspection report for early years provision

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Inspection date 29/03/2012
Inspector Susan Rogers

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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

Kalgarth Grange Nursery was registered in 2004. The nursery is privately owned by Kids Academy Nursery Group and operates from a two storey building and a two storey pre-school unit situated in the Woolston area of Warrington. There are secure outdoor areas available for outdoor play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 164 children under eight years may attend the setting at any one time. Currently the nursery accepts children aged under five years. The nursery is open five days a week from 7.30am to 6.30pm all year round, excluding bank holidays. There are currently 159 children on roll who are all in the early years age range. The nursery supports children who have special educational needs and/or disabilities and who speak English as an additional language.

There are 23 members of staff, including the manager, who work with the children. Of these, 17 hold a National Vocational Qualification (NVQ) at level three, and two hold a NVQ at level six. Two members of staff hold a NVQ at level two and one unqualified member of staff is working towards a NVQ at level three. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this nursery as they use a wide range of stimulating resources and are supported by knowledgeable staff. The partnership with parents and outside agencies is well-established, with effective methods that keep parents informed. Most of the policies, procedures and routines are effective in protecting children's well-being. There is a self-evaluation in place that purposefully drives forward a range of improvements and extension of the service provided. This provides positive drive and ambition for the nursery to further develop and improve, demonstrating that there is good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- improve procedures to maintain the cleanliness on the premises and equipment.

The effectiveness of leadership and management of the early years provision

Children are well-safeguarded as there are effective policies in place that are shared with parents, so they are aware of the nursery's legal obligations. Staff are fully aware of what would cause them concern regarding a child's care and how they would call upon support from the relevant agencies. All staff are vetted through the prompt systems at the nursery. There is a strong management group in place that provides effective support and training opportunities for all staff. The nursery invests heavily in staff training. Staff professional development is actively encouraged through appraisals and in-house training. This results in knowledgeable staff, who confidently support children's individual needs.

The risk assessment is well-documented and completed regularly and includes the assessment of risks for outings. Staff provide good supervision for children, encouraging adventurous play so that children learn to assess risk as they play. Some of the hygiene routines in the nursery are effective in protecting children's health. For example, children wash their hands before meals and after outdoor play. However, aspects of the premises, which include some of the floors and storage arrangements for children's blankets, are not sufficiently clean. This could place children's well-being at risk.

The premises are well-suited to children's activities. Effective organisation ensures there is stimulating range of activities that children enjoy. The spacious premises enable children to have activities that are well-suited to their ages and abilities. The inclusion of a sofa in the baby room provides a homely atmosphere. Here there are opportunities for children to be cuddled, as they are read a story or are bottle fed. A separate annexe provided for pre-school children enables their activities to focus closely on their individual development needs and support their transitions, as they move onto school.

Parents consider that they are kept closely informed by their child's key worker and other staff. Information is exchanged with parents on their child's progress as they collect their child. Consultation sessions, an informative web site and nursery information sheets ensure that parents are updated and well-informed. A book lending service provides opportunities for parents to be actively involved in their child's learning. Partnerships with additional agencies are established and their support utilised to enhance the care of all children. Children with special educational needs and/or disabilities have good care as there are strong partnerships with both parents and support agencies in place. This enables staff to seek both professional and accurate information regarding children's individual care needs so that they make optimum progress.

Children who speak English as an additional language are well supported as there are effective strategies in place that enable children to communicate and feel included. A well-established measurement of the nursery's effectiveness is in place. This draws on the opinions of staff, children and their parents, drives forward improvements and responds accurately to the needs of all children.

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

Children achieve good outcomes as they enjoy a wide range of stimulating learning opportunities. The planning of activities responds to the needs of each child and is closely informed by children's individual assessments. The well-documented development files are completed by the child's key worker and record each child's progress with regular evaluations and annotated photographs. Children are supported well by professional staff that identify their next steps in their learning and plan activities they know children will enjoy. Children's creativity is very well-promoted. Babies and younger children enjoy sensory experiences as they explore the properties of shredded paper, sand and clay.

The theme of growing, throughout the nursery, reflects the time of year. Through careful planning, staff have included all children of all ages, in some aspect of this. Children play together in the pretend flower shop and handle money giving change, recognising the numerals on the cash register. They recognise how to use technology as they pretend to swipe a card and use the computer to support their learning. A wide variety of creative play experiences promotes children's communication skills. They negotiate with each other in the flower shop asking what the customer wants and then agreeing a price. Dressing up clothes and a range of props promote children's abilities to develop their story telling skills, as they get into character and describe what they are doing.

Children learn about healthy eating as they enjoy nutritious meals and snacks. They have sufficient to drink throughout the day ensuring they are refreshed. The nursery garden provides children with some home grown vegetables and fruit. Older children know that these need to be watered regularly and can identify the labels, knowing where each fruit or vegetable is placed in the vegetable plot. Children behave well and are considerate to each other. Older children are forming friendships and have trusting relationships with staff, which develops their sense of belonging. Visits to local museums and the park provide children with good opportunities to learn about the world around them. They use public transport so develop an appreciation of the jobs that adults do in the wider community. Children learn about volume and capacity as they use a selection of malleable materials. They fill up plant pots with soil and add water to dry soil and compost. They learn how to take responsibility in the nursery, as they sweep away soil and sand and help to tidy resources at the end of the session. Children's independence is promoted as they help to set the table at lunch time and pour their own drinks.

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