

# The Avenues Nursery With Kids Club

139 Princes Avenue, Hull, East Yorkshire, HU5 3HH

<b>Inspection date</b>	19/03/2013
Previous inspection date	24/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Safeguarding is given high priority. Practitioners are very aware of the safeguarding requirements. This ensures children are safeguarded well and procedures are understood and implemented consistently.
- The successful key person system enables trusting, firm relationships to be formed between children and practitioners, children and their peers, and practitioners and parents.
- Practitioners have a good knowledge of the Early Years Foundation Stage and children's learning and development. This is used effectively to aid observation, planning and assessment.
- Children settle well, are happy and feel safe to explore and access a varied stimulating and exciting range of resources and experiences.

### It is not yet outstanding because

- Children's awareness of cultures and faiths that make up the nursery could be further enhanced by practitioners, to reflect the local community and their understanding of the world.
- Children are given fewer opportunities to practice using tools to create and display their own work on display boards.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector spoke to parents and gained feedback regarding the service provided.
- The inspector observed lunch time and sleep routines.
- The inspector discussed learning and development, assessment and recording with practitioners and the management team.
- The inspector interacted and talked with children during the inspection.

## **Inspector**

Caroline Basham

## Full Report

### Information about the setting

The Avenues Nursery With Kids Club was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the west of Kingston-upon-Hull and is owned and operated by private providers. The nursery serves the local area and is accessible to all children. It operates from a large two-storey building and there is a fully enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff, all of whom hold appropriate early years qualifications. The deputy manager has Early Years Professional Status. A cook and handyman are also employed and the setting receives advisory teacher support independently. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 100 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen the positive impressions children have of their own cultures and faiths and those of others in the community. For example, support and involve children to make a display showing all of the children's cultures which make up the community of the nursery
- teach children skills in how to use tools effectively and safely, and give them opportunities to practice this. For example, encourage and support children to cut out their own pictures to make displays more child-initiated and individual.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are highly motivated, happy and show enthusiasm as they play. They are supported by practitioners who have a good understanding of how children learn and develop. Practitioners interact effectively and use appropriate language that all children understand and respond well to. For example, staff work closely together with parents and learn basic words in a variety of languages to support the many children attending who speak English as an additional language. However, children's understanding of the many different cultures and beliefs of the children who attend nursery is not fully extended in

order to further enhance their knowledge of the world around them. Practitioners know children very well. They plan a good balance of exciting adult-led and child-initiated activities and experiences in order to enhance children's learning through play.

Parents are encouraged to participate whenever possible in their child's learning. The nursery holds regular sessions where parents are welcome to attend and share information with their child's key worker. 'All about me' information sheets are shared and completed with parents termly. This ensures practitioners are kept fully up to date with each child's individual learning needs. Children's creative work is attractively displayed, although some of their work does not always show examples of the children's own skills. For example, practitioners cut out children's creative work and do not support children to do this for themselves. As a result, there are fewer opportunities for children to handle a wider range of tools and equipment and further refine their physical skills.

Effective observations and formative assessments are recorded daily by staff, who complete an assessment at the end of each term. This information is used to see where children are in the age bands and to identify areas where children are below or exceeding expectations and their progression since the last assessment. Children have the opportunity to select what they wish to play with from an extensive and wide range of resources that are easily accessible and enhance all seven areas of learning. For example, pre-school children enjoy using the interactive white board and practise using learning games independently. The children learn to get their coats and wellingtons on to go outside and can manage other tasks, such as their personal care needs and meal times. The children self-register by finding their name card as they arrive; this enables them to start to recognise their own name. The staff support the children in these tasks to prepare them to be independent and confident as they move on to other settings and school. Children go outside daily to play and this provides them with the freedom to be physically active.

### **The contribution of the early years provision to the well-being of children**

The very effective key person system enables secure bonds to be quickly established and, as a result, children settle well into nursery. Interaction between practitioners and all children is strong and very close secure emotional attachments are formed within all age groups. The key person system supports children and families extremely well. Key persons are fully aware of their individual children's learning and development needs, care routines, dietary requirements, likes and dislikes. Babies settle quickly and are extremely well cared for because practitioners know and effectively support their individual needs and routines.

Staff are friendly, caring and are good role models to the children within their care. They reinforce and praise excellent manners and behaviour as they teach children to have a good understanding of right from wrong. This is due to all staff having a consistent approach as they teach rules and boundaries that children can understand and relate to. For example, pre-school age children know to hold onto the bannister rail and walk slowly and carefully down the stairs as they access the outdoor area. The large, safe and well-organised outdoor area enables children to access fresh air and keep healthy and active

while enhancing and developing their physical skills. Children dig for worms under the close supervision of staff and enjoy riding scooters over the wooden bridge. Children demonstrate a consistently high understanding of personal hygiene routines and know when to wash their hands. Young children know to ask to use the toilet and can manage their personal needs while being supported extremely well by the enthusiastic and caring staff.

Children are supported well as they make transitions from one room to another as they get older. They are introduced gradually into the next age group and are accompanied by their key worker to ensure visits are happy and successful. Continuity of care is well managed and very effective for all children to ensure their learning and developmental needs are fully met.

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

Children are safeguarded very effectively while attending the nursery. This is because there are clear and robust policies and procedures in place to safeguard and protect children. Practitioners clearly understand their roles and responsibilities and know how to recognise signs and symptoms of possible harm. The nursery works closely with parents and relevant agencies to effectively protect children. Vigorous recruitment and vetting procedures ensure that all practitioners working with children are suitable to do so. Regular progress reviews continually assess practitioners' ongoing suitability and identify training needs. Secure procedures for the arrival and departure of children ensure children are handed over safely to a known adult. Effective risk assessments for all areas are completed to ensure any potential risks to children are minimised. These include the outdoor play area and trips and outings.

All children and their families are warmly welcomed and valued. The nursery fully understands their responsibility to work with parents and other agencies, to meet the needs of children with special educational needs and/or disabilities and those who speak English as an additional language. Planning and assessment are monitored regularly to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are also regularly monitored to ensure a wide range of experiences are available to enhance children's learning and meet individual's needs effectively. This helps children to make good progress in all areas of learning.

Self-evaluation processes are used effectively and the thoughts and opinions of practitioners, children and parents are sought through discussion, meetings and questionnaires. Information gathered is valued and used to make changes in order to enhance the provision further.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	510005
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	855586
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	100
<b>Number of children on roll</b>	148
<b>Name of provider</b>	JD Childcare Ltd
<b>Date of previous inspection</b>	24/02/2009
<b>Telephone number</b>	01482 445000

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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