

# Kristaval Day Care

19 Warrenhouse Road, Brighton-le-Sands, LIVERPOOL, L22 6QN

## Inspection date

Previous inspection date

08/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children are provided with a wide range of interesting and age-appropriate activities and experiences to support their learning through play.
- Children's health and safety are a priority and appropriate safeguarding procedures are in place.
- Detailed observations, assessment and planning systems means that staff have a clear understanding of each child's individual learning and progress.

### It is not yet outstanding because

- Currently children do not access a fully extensive range of learning experiences.
- Not all parents are provided with extensive opportunities to discuss their child's welfare, learning and development in further detail.

## **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 undertook a tour of the premises and spoke with children.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the staff.

## **Inspector**

Wendy Dockerty

## Full Report

### Information about the setting

Kristaval Day Care was registered in 2012. It operates from Brighton-le-Sands area of Liverpool. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday all year round from 7.30am to 6pm. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 38 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at minimum level 3. The manager holds an EYP and an early years degree. The manager is supernumerary and the nursery also employs a cook. The nursery receives support from the local authority.

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

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

- provide a more extensive range of learning opportunities for children to enhance their learning, development and enjoyment
- build on the positive relationships with parents and carers to ensure that children's learning, development and welfare is fully discussed and supported to the best possible level.

## Inspection judgements

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

Children are provided with a wide range of activities and experiences, which support their development across all the areas of learning. Staff demonstrate a good understanding of the Statutory Framework for the Early Years Foundation Stage and ensure that children's individual interests and preferences are catered for. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities. The nursery has a total of four rooms, which are used for children's care, play and learning. Currently, the room on the first floor of the nursery is not in use as it is being refurbished to provide pre-school children aged from three to five years with more

enhanced learning opportunities. On the day of the inspection, one of the baby rooms, where the youngest children are cared for, was not in use as no children in the birth to one year age group were present. The room is, however, set out for children, who are due to return after the school holidays. It provides a bright, welcoming and comfortable environment in which the children can happily engage in play and exploration of a wide range of age-appropriate resources.

In the tots' room, which caters for children between one and two years of age, there is access to an interesting and engaging variety of toys and equipment. Children excitedly pour water into the sand tray, which they enjoy mixing, and staff encourage them to use new words to describe how the mixture feels in their hands. Staff support children to remove their socks and shoes so that they can explore the feel of the wet sand between their toes and under their feet. Children delight in moving the mixture to different containers and using paint brushes to make messy marks on the chalkboard and paper. They point to the shapes they have created and staff respond well to the children's interactions. They highlight the fact that one child has drawn a shape, which looks like a snake, on the paper using a brush. Children move freely around the room, enjoying independent access to building blocks, musical instruments, small world play and imaginative play in the toy kitchen area. A soft play construction allows children to climb, slide and roll in safety as they develop their large motor skills. Staff and children sit together to enjoy stories and information books. After children show an interest in an octopus from the small world animals, staff find a book about sea creatures to discuss and look at various animals. Staff support children's language and communication skills by praising them when they say a new word and making a note of new achievements for their development files.

The pre-school room currently caters for children from two to five years while the designated room for older children is undergoing refurbishment. Children access a wide variety of resources and equipment which enable them to explore, investigate and learn. In the creative area, children work together to build a castle from the junk modelling equipment. They use paints, boxes, tubes and tissue paper to design their own creation, talking about the shapes they want to use. Children find a wooden block for the triangle, which they need for the chimney top and a circle of paper for the door. They join in with singing and action rhymes in which they develop their knowledge of number and simple calculation, for example, as they work out how many currant buns are left in the baker's shop. Children develop their early reading and writing skills as they enjoy stories, select their own names from the registration board and label their own drawings.

There is an enclosed outdoor area, which is used by all children at different times. Currently, the outside area allows opportunities for children to enjoy fresh air and take part in some physical activities. A selection of rubber tyres, a rocker and mini slide allow children to develop some large motor skills. Children happily explore with water as they build a pipe way from plastic guttering and watch as toys and balls are dropped from the top and work their way down the water slide to the bucket at the bottom. The area is not used to its full potential and there are plans to develop it, in order to provide children with further opportunities to explore the natural environment and extend their learning and development. Children also take part in regular visits to the nearby beach where they collect shells, enjoy physical activities and learn about their local environment.

All children have a learning journey, which records their progress and development during their time at the nursery. Staff complete regular written observations, which detail the activities children take part in and the learning that has been observed. Next steps are identified for children's learning and these are used when planning activities. Staff have a good knowledge of their key children's personal interests, preferences and learning needs, which are considered when organising resources and experiences for the children. They are interested and keen learners and staff support their transitions both within the setting, to other settings or school.

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

Children's individual details are well known by the staff who work directly with them. Parents have an informative discussion with staff before children start, which gives a clear insight into their individual needs and preferences. This information is used by staff, and in particular the child's key person, to support them when settling-in at the provision. An 'all about me' booklet has recently been introduced for parents to complete, although, this has not been fully implemented. The nursery has recently started to offer a home visit to parents in advance of children starting, which has been seen as a success on the few occasions it has been completed. Medical and dietary needs are known and catered for, in addition to children's individual routines, for example, sleep times for the younger children.

The nursery cares for children who speak English as an additional language. Staff have taken significant steps to support families to fully understand the policies and procedures of the setting by offering translated documents. In addition, key words from children's home languages are used in the nursery to ease the settling-in period. Children are developing a good understanding of health and safety. For example, children are encouraged to eat a range of healthy foods and snacks, such as fresh fruit, pasta, curry and rice. Children develop independence as they help to find the name mats for the table and give out plates and cutlery to their friends. Older children pour drinks of water from a jug and younger children have individual beakers with their photograph on to help them recognise their own drinks. Children take part in regular physical exercise, such as moving to music, playing outdoors and visiting the beach. Routines are in place to support children's understanding of hygiene, such as washing hands after using the toilet, after messy play and before eating.

Children have a good understanding about safety, and reminders from the staff help them to realise the importance of appropriate behaviour, such as sharing resources, using kind hands and tidying away equipment when they have finished playing with it. Fire drill practices are carried out within the nursery, which support children to understand about keeping themselves safe in an emergency. Children learn about the wider world through discussion and activities. Resources, such as, books, dolls and instruments and celebrating various cultural festivals help children to learn about diversity. Children are respected as individuals and their family cultures and backgrounds are valued and celebrated within the nursery.

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

The management team and staff work well together in order to provide a safe, happy and welcoming environment for the children who attend. Staff throughout the nursery demonstrate a clear understanding of the Statutory Framework for the Early Years Foundation Stage and provide children with interesting activities and experiences that promote learning and development across all areas. Staff's secure understanding of their responsibility to ensure the provision meets the safeguarding and welfare requirements makes sure that children are protected from harm. Children's safety and well-being is given high priority. Detailed written risk assessments are in place for all parts of the nursery and for outings.

Relationships with parents ensure that children's care and welfare needs are known and catered for and discussions regarding their ongoing progress take place regularly. Parents are encouraged to extend children's learning at home as staff provide some information on the activities in which they take part. Some documentation, which has been recently implemented, is not yet completed for all children and the formal sharing of their development files is not currently part of the regular nursery routine. The nursery hopes to extend the partnerships with parents and carers. Partnerships with other settings and outside agencies have been established, which means that the nursery is able to support children's individual needs. For example, staff have developed links with local primary schools. This enables them to discuss children's personal learning and development in advance of starting school, therefore, easing the transition for all.

There is an extensive self-evaluation system in which the whole staff team identifies areas for development within the nursery. Since registration, when the new owner came into post, significant steps have been taken to improve the nursery for the children who attend. For example, rooms have already been renovated, with more work in progress. Changes to procedures and systems for observations and assessments have had a positive impact on children's development and progress. Clear targets are in place and the management team has a strong commitment to continuous improvement, which is promoted throughout the setting.

### **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>	EY450777
<b>Local authority</b>	Sefton
<b>Inspection number</b>	887138
<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>	62
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Kristaval Day Care Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 9313773

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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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