

Kalgarth Grange Nursery

447 Manchester Road, Paddington, Warrington, Cheshire, WA1 3TZ

Inspection date	28/10/2013
Previous inspection date	29/03/2012

The quality and standards of the early years provision	This inspection:	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

- Children progress well as staff provide a wide range of well-resourced learning opportunities based on careful assessment of children's needs
- Strong relationships with parents means that children feel secure in the setting and that opportunities for learning are extended in to the home environment
- Management closely monitor practice and provide training and coaching that help staff more effectively support children's learning and development.

It is not yet outstanding because

- Opportunities for children to develop independence and problem solving skills in the daily routine are limited, particularly at mealtimes
- There is scope to expand the use of the outdoor area for the older children and to further enhance the range of outdoor learning opportunities for the younger children.

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 toured the premises.
- The inspector observed activities throughout the nursery.
- The inspector held discussions with staff and managers.
- The inspector reviewed a selection of relevant documentation, including records of children's learning and progress.

Inspector

Neil Butler

Full Report

Information about the setting

Kalgarth Grange Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned by Kids Academy Nursery Group and operates from a two storey building situated in the Woolston area of Warrington. There is a secure outdoor area available for outdoor play.

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 133 children on roll, who are all in the early years age range. The nursery supports children, who have special educational needs and/or disabilities.

There are 23 members of staff, including the manager, who work with the children. Of these, 16 hold a National Vocational Qualification (NVQ) at level 3 and one holds a qualification at level 6. One member of staff holds a NVQ at level 2 and five unqualified members of staff are working towards a NVQ at level 3. 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 more opportunities for children to develop skills with regard to problem solving and independence throughout the daily routine and particularly at mealtimes

- extend the use of the outdoor area to enhance learning opportunities for all children.

Inspection judgements

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

Children across the age ranges clearly display their enjoyment within the setting as they explore and play happily. Throughout the setting, well-organised and attractively laid out rooms, support all the children to make choices and decisions about their activities. Low-level units, soft play equipment and floor level sand and water trays means that babies' and toddlers' independence is ably supported because they help themselves to the range of resources. For example, the babies explore treasure hidden amongst shredded paper and staff encourage physical development by putting some of the paper on their heads. This encourages the very young children to reach for it and attempt to stand. All staff

have a good knowledge and understanding of how to promote learning and development in young children. An effective balance of child-initiated and adult-led activities and experiences ensures that all seven areas of learning are effectively supported. For example, two-year-olds pretend to make food in the outdoor drive-through cafe and staff sensitively introduce concepts of how much they will need for their friends. Singing and number rhymes also encourage development in mathematics and communication across all the age ranges. Staff place priority on communication development as they are aware of the importance of communication as a tool for all learning. Consistent approaches to using sign language help children with special educational needs and/or disabilities improve their progress in speaking and communication. Staff are animated story tellers and books are always available to children, who enjoy joining in with their favourite stories.

Staff are aware of the importance of involving parents in their child's learning. They encourage parents to read to the children through the introduction of a home reading scheme. Good communication procedures give opportunities for parents to understand and learn about and become involved in their children's learning. Involving parents in on entry assessments and the sharing of learning journals supports both children and their families. Staff monitor children's individual progress to ensure that they meet the expected levels of development. Key persons plan, observe, record and identify next steps for individual children. Assessment across the ages is carried out consistently and staff use this to provide continuous provision that supports children's interests. This ensures that all children make good progress in readiness for school.

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

An inviting, welcoming and well-resourced environment awaits the children in all the playrooms and promotes their development and well-being. The key person works closely with parents to ensure that they are well informed about children's care needs. Babies and younger children are encouraged to play together with support from staff. All children show a strong sense of belonging and security within the setting and develop a good awareness of their personal safety. All the children interact confidently with all staff members as well as their key person. For example, babies, who are beginning to walk independently, seek reassurance from all staff when they fall down. Pre-school children enjoy conversations with the staff about the thunderstorm last night and confidently discuss their feelings about being scared by the loud noise. Children are given clear messages to ensure that they develop a good understanding of a healthy lifestyle. Freshly cooked meals on the premises are provided daily and children's dietary needs are fully met through discussions with parents. Across all ages and particularly for older children, opportunities to develop independence and problem solving skills during the daily routine and particularly at mealtimes are limited as staff place and serve all food, plates and utensils rather than encouraging children to serve themselves.

Outdoors, the older children access a range of wheeled toys and a variety of equipment to help their physical development. However, the routine for older children accessing the outdoor space from their upstairs playroom is time consuming and sometimes limits their time outdoors. Babies are not always able to use the outdoor space to enhance their play

and learning in some weather conditions. Therefore, staff occasionally do not take account of children's preferred learning styles.

Staff are well deployed and play and interact at the children's level. They provide clear and age-appropriate guidance about what is acceptable behaviour. For example, babies are gently encouraged to be kind and share, older children are reminded about being considerate to their friends. Where an older child is reluctant to follow instructions, a 'treasure hunt' is used as a way of modelling, encouraging and rewarding good behaviour. Relationships at all levels are strong and children learn to respect and tolerate each other's differences. Children are well prepared for their next steps in learning because strong links with local schools and visits from teachers support the older children's transitions. Younger children and babies are prepared for transition within the setting and to their new key person, through visits to the room, input from parents and well-documented information sharing between staff.

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

Children's safety and protection is assured because the managers have a secure knowledge and understanding of safeguarding. Ongoing safeguarding training ensures that all staff have a good knowledge of child protection issues and the procedure to follow should a concern arise. Robust recruitment and induction processes are securely in place and ensure support for new staff. Children's care, welfare and learning are enhanced by the effective, caring way the setting is led and managed. An effective and well-established programme of professional development is helping staff to improve their knowledge, understanding and practice. This, along with regular supervision, team meetings and one-to-one support means that the manager is continually informed of children's progress. This means that children are well supported to work towards the early learning goals.

The setting is committed to working in partnership with other providers and external agencies to ensure that all children and families are given the support, which they need. Partnerships with parents are a key strength within the setting. Views about the setting are sought and valued through questionnaires, a suggestion box and continual dialogue. These views and those of the staff, feed into the setting's ongoing quality audit, which is used to effectively identify areas for continuous improvement. Parents spoken to were highly complementary of the staff and setting with comments, such as 'We're really happy' and 'I am really happy with the progress she is making'. Managers continually monitor the learning programme to ensure that the experiences and activities on offer support children to progress well through their learning and developmental stages. Support for staff ensures that planning and assessment is consistent and supports children's individual identified needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY294172
Local authority	Warrington
Inspection number	917741
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	133
Name of provider	Kids Academy Nursery Group Ltd
Date of previous inspection	29/03/2012
Telephone number	01925 816888

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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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