

Kids Community Nursery

Inspection report for early years provision

Unique Reference Number	EY274994
Inspection date	06 February 2008
Inspector	Lucy Showell
Setting Address	Cherry Tree Walk, Redditch, Worcestershire, B97 6PD
Telephone number	01527 597200
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Registered person	Kids Community Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kids Community Day Nursery opened in 2004 and is part of a children's centre. It operates from a self-contained purpose built nursery unit within the grounds of Batchley First School in Redditch.

A maximum of 47 children may attend the setting at any one time. They open five days a week for 51 weeks of the year. Children attend for a variety of sessions from 08:00 until 18:00. All children have access to an outdoor play area.

There are currently 58 children on roll. Of these, 26 children receive funding for early education. The nursery serves families and children in the local community and surrounding areas. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The Nursery employs 13 staff. Of these, seven, including the manager hold appropriate early years qualifications and three are working towards a qualification. The setting receives support from the Local Authority and a Children's Centre Support Teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's overall health and welfare is promoted through effectively implemented policies and procedures. Their care is fostered through the relevant documentation and procedures in place with regard to sickness and medication and staffs pro-active approach with regard to first aid training ensures the children are cared for effectively if accidents occur. Children benefit through the well-maintained environment. They develop increasing awareness of the importance of good health, enjoying a healthy lifestyle and their self-care skills are effectively promoted through discussions and practices within the daily routine.

Children are well nourished and enjoy freshly cooked meals that are supplied by an external catering company. They receive adequate quantities of food for their needs and their individual routines are carried out. Appropriate information is shared with parents with regard to children's health and systems are implemented well with regard to children's special dietary requirements, including preferences and any allergies children may have.

Children are making good progress in their physical development. They enjoy well-planned and well-resourced activities such as parachute play and ring games. Photographs show children enjoying varied trips and outings such as nature walks and feeding the ducks in the local pond which extends opportunities and compensates for the limited outdoor area at the setting. Children are encouraged to use the varied range of resources during free and focussed indoor activities and explore texture through opportunities to play in sand, cornflour and water and shaving foam.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare is promoted through the staff's strong knowledge and proactive skills with regard to safety. For example, additional duties such as cleaning are done whilst children are sleeping or outside and wet floors are clearly identified. Children are protected from harm through the staff's required knowledge of child protection issues. For example, staff understand their role in child protection and have attended additional training. The person with responsibility for child protection has a clear understanding of the procedures to follow if there are concerns regarding a child and the policy is written in line with current guidance.

Children are cared for in a welcoming environment. They are able to move around freely and safely and access the resources independently. The spaces are organised to give scope for free movement and well spread out activities and children enjoy using different areas for separate activities. Children's resources are suitable for their ages and developmental stages and comply with British Safety Standards.

Children's safety is promoted well through necessary documentation in place and the effective policies and procedures that work well in practice. For example, fire drills are held regularly and accurately recorded. Staff identify and minimise any possible hazards through constant observation although there is limited evidence of the checks carried out. Children learn about their own and others safety through gentle reminders during play. They learn to be considerate to others and to be mindful of the space available. For example, outside they learn to take

turns with equipment and not to throw or kick balls too hard and inside they are careful not to get shaving foam too close to their eyes.

Helping children achieve well and enjoy what they do

The provision is good.

Children's enjoyment and achievements at the setting are promoted through some colourful displays of children's work in the baby and tweenie rooms and many photographs of children which decorate the whole nursery. Staff plan effectively with clear regard to the 'Birth to three matters' guidance. Children develop good confidence and positive self-esteem through free access to a good range of resources and focussed activities provided in line with individual abilities. Young children's independence is promoted as they select the activities and experiences which extend their learning through play. They enjoy good opportunities for physical play in the baby room and tweenie room such as soft play and music and movement at selected times within the daily routines.

Children interact well with each other as they act out scenarios and take up different roles in the home corner and sit quietly to look at books together. Children build effective relationships with the staff who are welcoming, enthusiastic and value children's responses and ideas. The key worker system and high adult to child ratio promotes children's development and ensures individual needs are met.

Nursery Education

The quality of teaching and learning for children who receive funding for early education is good. All children are making steady progress through the stepping stones towards the early learning goals. Children's learning is promoted because staff have a good knowledge of the Foundation Stage curriculum. They have developed effective planning systems which are facilitated through good use of space and the wide range of stimulating resources. Focussed and incidental observations are carried out to assess children's achievements and to identify strengths and areas to build on. Plans are devised with regard to current themes, festivals and special events and incorporate a range of activities and experiences to promote children's overall development.

The challenges set for children are thought through using the observations and assessments, and activities are adapted for all children to link with their individual needs and abilities. Staff work well with the children extending learning through good questioning and support and giving children time to express and explore at their own pace. However, children are not always encouraged to initiate their own learning within daily routines and play activities.

Children are excited and motivated to learn and show confidence during circle activities and music time. They react well to staff's use of puppets and voices and sing hello to the crocodile and monkey. They enthusiastically sing row-row your boat and are fully involved as they pretend to fall out, get wet and dry themselves with towels. They use their imaginations well in the role-play area as they act out familiar scenarios using appropriate props and sharing space and resources effectively.

Children investigate objects and materials through using their senses appropriately and explore colour, texture and form during play well-planned activities. For example, they squeeze and slide their hands through shaving foam and mix in powder paint to make new colours. They put the foam on their faces and as they look in the mirror they talk about how it feels and

smells. Children enjoy number concepts during free play activities and within the daily routine. They talk about positioning as they place jigsaw pieces and inset puzzles in to correct spaces and understand in front and behind as they line up to go outside. During snack time children count pieces of fruit and during circle time they count each other to make sure everyone has a space.

There is a strong emphasis on language development for all children. Many of the children have additional support for speech and opportunities are focussed on individual needs. Staff have attended specific training to facilitate and encourage children learning on this area and provide many focussed and free activities with regard to this. For example, they sing 'silly soup' together and children enjoy taking turns to stir the soup and match the sounds. Staff interact effectively offering more challenge for more advanced children and encouraging those with very little language to have a turn.

Helping children make a positive contribution

The provision is good.

Children's continuity of care is promoted as daily verbal and written feedback supports the good rapport between staff and parents. When children start at the setting the operational plan is shared and individual information about the children is discussed and requirements recorded. Parents are very happy with the care provided for their children and feel all staff are particularly approachable and friendly.

Children are generally well-behaved and respond well to the boundaries set. They show some responsibility of their own actions as they share space and resources and learn about maintaining their environment as they help to tidy up after play. Their good behaviour is promoted through positive reinforcement and the calm manner of the staff. Any incidents of behaviour are managed appropriately and with regard to the setting's procedures.

Children's awareness and understanding of the diverse community is developing. They celebrate a range of festivals and the resources, which are equally accessed, depict positive images of diversity. Good systems are in place to enable children with learning difficulties and /or disabilities to be fully involved within the nursery. The written statement has regard to current legislation and children's effectively implemented individual education plans ensure each child progresses well.

Partnership with parents and carers of children receiving funding for nursery education is good. Parents are provided with useful information about the setting and it's provision. For example, parents receive a regular newsletter to inform them of new topics and significant events. They are encouraged to share what they know about their child through completing an entry profile which is used as children's starting point for learning and support the settling in process. Ongoing verbal and written communications, such as 'group identities' which detail daily achievements, are shared with parents and they are invited to see and comment on their children's development records at any time. Parents are invited to appointments to discuss their children's achievements and progress using the assessments and observations carried out. They are actively involved in their children's learning by bringing in requested items from home for the current topics and joining in festivals and celebrations.

Overall, the children's spiritual, moral, social and cultural development is fostered.

Children's sense of belonging is encouraged through the flexible routines and free choice play. Children show confidence at the setting and are familiar with their environment and the daily activities.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides.

Children's welfare is promoted well through the implemented policies and procedures that work well in practice. Indoor and outdoor spaces are organised well to ensure children access a good range of fulfilling opportunities and experiences which promotes their health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of the leadership and management of the nursery education is good.

There are clear links between the setting and outside agencies such as the Children's Centre Support Teacher who has offered useful ideas and suggestions and speech and language teams who support the staff in meeting needs of individual children. The group assess their own strengths and weaknesses through successful monitoring and evaluation of practise to ensure children's progression towards the early learning goals is actively promoted.

Dedicated and caring staff offer good quality care and education within a homely ethos. Staff have a pro-active approach to updating individual knowledge and skills. They attend relevant training and performance management systems ensure that children are nurtured and protected by suitable adults. The setting are committed to developing the care and education of its children. The setting manager states that 'having a strong and flexible team, willing to train and incorporate new ideas, creates a nurturing environment, which respects the diversity of our children and their families and enriches each child's development through our progressive curriculum and care'.

Improvements since the last inspection

At the previous care inspection the setting were given two recommendations. First they were asked to ensure the outside area is safe and free from hazards. This has been addressed as a suitable outdoor space which is checked before use is available. Second, they were required to ensure there are operational procedures in place for the safe conduct of any outing provided. A suitable policy is in place and procedures implemented effectively. Improvement for nursery education not applicable as this is their first integrated inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- maintain records of the daily health and safety checks carried out.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- promote children's self-esteem through increasing displays of their own work
- encourage children to initiate their own learning within daily routines and play activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk