



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 310432

DfES Number: 523443

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Frank William Kelly

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kinderworld Nursery & Education Centre
Setting Address 169 Bispham Road
Southport
Merseyside
PR9 7BL

REGISTERED PROVIDER DETAILS

Name Kinderworld 3094582

ORGANISATION DETAILS

Name Kinderworld
Address 169 Bispham Road
Southport
Merseyside
PR9 7BL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kinder World Nursery and Education Centre has been registered since 1996

It operates from a converted school, and has 9 playrooms over two floors. There is a fully enclosed outdoor play area. The setting serves the local area and provides an out of school service throughout the surrounding Southport districts. There are currently 196 children on the nursery roll and 238 on the out of school and holiday scheme register. The children are aged from 3 months to 11 years. This includes 53 funded 3 year olds and 39 funded 4 year olds. Children attend for a variety of full and part time sessions. The setting cares for a number of children that have special needs or who speak English as an additional language. The setting opens 5 days a week, 51 weeks per year. Sessions are from 07:00 to 19:00.

There are 47 staff that work with the children on a full and part time basis, of whom 33 have early years qualifications. The setting holds an "Investors in Children", Early Years Quality Assurance Award. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Kinderworld Nursery and Education Centre provides good care for the children.

The centre has a detailed operational plan which underpins the effective management of the setting. The induction and appraisal procedures support the staff to implement the policies and procedures consistently. The children are cared for in groups of similar age and developmental stage; however the organisation of the children under 2 needs to be revised. Children currently are sometimes cared for in groups that exceed 12. The nursery is clean and well maintained. Staff use the resources and children's art work to create a warm and welcoming environment. The nursery has a good selection of toys, books and equipment which are well maintained, and rotated on a regular basis. Children have good opportunities to self select and make choices during their independent play.

Safety policies are generally implemented well, with staff making supervision of the children a priority at all times. Daily risk assessments and procedures for staff collecting children on their own need to be revised to ensure that identified risks do not present hazards. There are very good hygiene policies and procedures in place that help prevent the spread of infection. Staff exercise these well and support the children to attend to their own personal hygiene.

Staff are attentive to the children's needs, they plan and provide the children with a range of activities and experiences that promote their learning. There are very good systems in place for supporting children with special needs to take part in every day activities. The children are relaxed and familiar within the setting. They play happily, with interest and purpose. Staff manage the children's behaviour well. The children are well behaved polite and courteous. They understand the boundaries, share well and show concern for each other.

Staff record information about the individual children and share this with parents on a daily basis.

What has improved since the last inspection?

At the last inspection the setting agreed to revise documentation, and take action to address identified hazards within the premises.

Since then the setting has revised the policies and procedures for child protection, sick children, medication administration, complaints and maintains detailed records of all children, staff and visitors present within the premises. Staff implement these well and share them with the parents as part of the registration process and through the daily routines.

The re-organisation of some of the daily routines such as meal times, enables the staff to sit with the children at meal times. The children enjoy opportunities to practise their independent skills by serving themselves.

The setting has taken action to minimise risks within the setting by increasing the frequency of the emergency evacuation procedures, and ensuring that the garden does not have trip hazards. The setting has confirmed that all low level glass is suitable and does not present a hazard to the children

What is being done well?

- The staff induction and on going appraisal systems enable the staff to work well as a team and provide consistent care for the children. The setting has a commitment to developing the staff team through training initiatives. Staff are familiar with, and have a good understanding of current child care initiatives including Birth to Three matters and the foundation stage.
- Staff display photographs and the children's work attractively within the playrooms, which gives children a good sense of belonging and provides a welcoming environment for visitors. Children enter the provision happily and settle well to activities.

- Parental partnership is good. There are effective systems in place for sharing information both formally and informally. They encourage positive parental partnership and provide a good base where the children's individual needs can be met with care.
- The care for the babies is good, the staff are attentive to their individual routines for eating and sleeping. The children are provided with warm loving care. The babies are secure and confident within their carers and environment. They enjoy many opportunities for tactile play experiences such as sand and water. Staff support the children foster their independent skills such as feeding themselves from an early age.
- Children in the Out of School enjoy contributing to the planning of their activities. Children enjoy interesting trips during the holiday scheme such as horse riding, trips to the theatre and opportunities to participate in activities such as glass blowing.

What needs to be improved?

- the emergency procedures for staff when independently transporting children
- the potential access by uninvited visitors.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Revise the organisation and grouping of children aged under 2 years to reflect criterion A1 within annexe A of the National standards for under 8's full day care.
6	Take actions to minimise identified risks.
6	Revise transport policies to include actions to be taken in the event of an emergency.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

KinderWorld Nursery and Education Centre provision is acceptable and of good quality. Children learn through a range of interesting activities and their progress in personal, social and emotional development, communication, language and literacy, mathematical development and creative development is generally good. Progress in knowledge and understanding of the world, physical development and creative development is very good.

Teaching is generally good with some very good aspects. Children's individual progress is regularly assessed but does not clearly inform the planning. Staff have very good individual strengths which benefit the children in their rooms. Staff successfully encourage children to concentrate and support them well on structured tasks. However, children have less support to consolidate their learning during spontaneous play. Staff have due regard to the Code of Practice for the Identification and Assessment of Special Educational Needs and there is an effective system in place to provide support.

Leadership and management is generally good. The management and staff have clear roles and responsibilities which they meet well. They have a strong commitment to build on the quality of the provision. Each of the four Foundation Stage base rooms has areas of particular strength. However, good practice is not effectively shared across the funded nursery provision. Management have a clear vision for improvement and have built in useful systems to monitor and develop the staff team.

Partnership with parents is generally good. Parents and staff informally share useful information about the children. They have opportunities to join the quarterly Friends of KinderWorld meetings and have access to information about the curriculum and current theme on the notice boards. A prospectus is supplemented with frequent newsletters to inform parents about every aspect of the provision. Partnership with parents is valued and positively encouraged.

What is being done well?

- Staff have a good knowledge of the Foundation Stage of learning and regularly access training on early years issues
- Staff create an harmonious learning environment in which children are kind and considerate to each other. Staff relate well to the children and are good role models of polite courteous behaviour.
- Children have access to a good balance of made and natural materials which are stored on low level open shelves.
- Staff promote the children's understanding of their own culture and that of others through good use of resources and other printed material and posters.

Children often visit places of interest in the local community. Interesting people from the local community visit regularly to share their knowledge and skills. Children have very good opportunities to learn about their environment and the wider world.

- Parents and staff have a good relationship which positively contributes to the children's learning.

What needs to be improved?

- short term planning so activities are based on children's individual learning needs and take account of their preferred learning style and information provided by parents
- opportunities for some children to see and use numbers for a purpose and use their developing mathematical knowledge to solve practical problems
- the links between the good continuous provision and the formal plans so staff can cross check that each area of learning is balanced particularly for those children who attend on a part time basis
- the identification of opportunities for assessment when planning the programme
- the creation of real reasons for children to practice and use their early writing skills
- support for children during spontaneous play and the range, presentation and use of role play equipment and resources.

What has improved since the last inspection?

Progress to address the key issue from the last inspection has been generally good. It relates to encouraging parents to offer observations of their child's learning away from the nursery, and using these observations to assist in the assessment and recording procedures.

Since the last inspection a form has been designed and is included in each child's assessment records. Parents make written comments, on the form, about their child's learning when they attend the twice yearly parent evenings. These comments mainly relate to parents appreciation of the nursery staff and a general acknowledgment that their child is happy and making progress. Parents knowledge of their child's learning at home is not effectively recorded or used to inform the planning. Therefore, aspects of this key issue are carried forward.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, motivated and confident to try new activities. They concentrate well on tasks for extended periods of time. They show a good awareness of personal hygiene by independently visiting the toilet and washing their hands. Children have good manners and behave well. Children talk freely about their home and are developing respect for their own culture and beliefs and that of others through well planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing very well. They speak clearly with enthusiasm about their families and experiences. They are well assisted by staff to explore ideas and feelings during group activities. Children enjoy listening to stories and help staff make them up by suggesting what will happen next. Children label their work, caption displays and frequently copy letters, words and sentences on paper but less emphasis is given to children freely experimenting with writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing very good counting skills. Many children count beyond 10. They show a good interest in exploring shapes and fitting shapes together. Children regularly see and name numerals on work sheets, however, some children have less opportunity to see numbers as labels or being used for a purpose. They recreate patterns well in a variety of ways. Children learn mathematical language during teacher-led activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good sense of time and place. They clearly know the daily routines at nursery and share information about past and present events in their families lives. They visit and talk knowledgeably about their local environment. They build very well using construction sets. Children closely observe, manipulate and investigate natural and made objects using all their senses. Children have little access to programmable toys but have planned access to every day technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely with control, inside and outside, and are developing a good awareness of space. They skilfully use wheeled toys and enjoy well planned movement sessions with the visiting music teacher. Children have excellent daily opportunities to engage in vigorous physical play outdoors and climbing activities in the play barn. Children handle tools, small objects, construction and malleable materials with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children develop creative skills through well-planned activities linked to a theme such as designing and making a roadway. They use small world equipment well to express their thoughts and feelings. Children have less access to a range of role play equipment or a variety of situations. Children enjoy singing and recognise sound patterns well. They respond well in pictures, paintings, spoken words and emergent writing to what they see, hear, touch and feel.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key Issues
- extend systems of cross-checking the planning to ensure that each area of learning is balanced for individual children; and develop short term planning so activities take account of children's preferred learning style and information provided by parents
- identify opportunities for assessment when planning the programme and observe individual children more closely, during independent play, to gauge the right moment to be actively involved
- provide a greater range of meaningful activities for children to practice their early writing skills and use their developing mathematical knowledge to solve practical problems.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.