

Kinder Park Nursery

Inspection report for early years provision

Unique reference number 317383
Inspection date 06/07/2009
Inspector Carys Millican

Setting address 213 Warwick Road, Carlisle, Cumbria, CA1 1LJ

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kinder Park Nursery is privately owned and was established in 1991. Children are cared for in three age appropriate rooms within a large Victorian terraced house in Carlisle, Cumbria. A maximum of 37 early years children may attend the nursery at any one time. The nursery provides care for later years children. The nursery is open each weekday from 08.30 to 17.30 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 75 early years children on roll. Of these, 41 children receive funding for early education. The nursery serves children from the immediate and extended areas. The setting currently supports a number of children with learning difficulties and/or disabilities.

There are eight members of staff who work with the children, all of whom hold appropriate early years qualifications. The manager holds an early years qualification and a level four qualification in management. The setting is a member of the National Day Nurseries Association and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Kinder Park Nursery effectively promotes children's ongoing progress through the Early Years Foundation Stage by providing children with an exceptional start in their learning. Staff recognise from an early age children's unique qualities, capabilities and individual interests in order to provide an interesting and stimulating environment within safe, secure and outstandingly well resourced enhanced play areas. Children are exceptionally well supported by experienced nursery practitioners who know the children well and capture their individual interests by ensuring learning is fun and enjoyable. Excellent opportunities are used to create effective partnerships with parents, other professionals and members of the community which totally enhance the children's time at the nursery and supports children's progress and learning. Highly motivated staff members are committed with regard to inclusion and endeavour to support each child's individual needs. Good and effective systems for self-evaluation are used to ensure the ongoing development and continuous improvement of this highly respected setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the frequency that children complete the fire evacuation procedure to ensure that they are aware of what to do in an emergency.

The leadership and management of the early years provision

The manager and staff of the nursery are inspirational. They work exceedingly well together to make sure there is nothing less than the best provided for children at their setting. This has been officially recognised through the lead practitioner status awarded to them which enables them to share their highly effective working practices with others. Staff continually monitor and review the planning, environment and what they offer the children, parents and carers. The self-evaluation form, although only in a rough format, identifies the strengths and the areas to develop in the future. All staff, parents and children have played their part in providing the management with the information needed to make reasonable judgements about the quality of the provision. Robust recruitment procedures are in place and ongoing suitability assured. Staff are highly committed to improving their knowledge and everyday practice by regularly attending core subject training sessions and additional courses to update their knowledge and understanding. All staff share this invaluable information with other staff members through cascade training sessions at staff meetings.

Staff fully embrace the Early Years Foundation Stage documentation and requirements. For example, they ensure parents are fully involved in their child's learning firstly by completing 'all about me' laminated books which contain individual information about the child's likes, dislikes and interests and photos of what their child likes doing at home including people who are familiar to them. Staff have introduced children's learning journals, progress books and records of attainment. Staff value and respect parent's contributions and encourage their input into such recording documents. They work effectively and efficiently as a team guiding children and planning for their next stage of development.

Parents feel confident that their contributions to their children's learning are valued, they know about the key worker system and value the relationship that builds up between them and the staff. The nursery is continually exploring ways in which it can involve parents as partners in the setting. Parents appreciate the welcoming atmosphere and the approachability of the staff. There are outstanding links with the nearby school and a local childminder. Children who will start school in September visit the school and the teachers visit the children at nursery. The childminder who is a regular visitor at the nursery and other community visitors are highly valued for their contribution to children's learning and development. The needs and interests of children are met in this high quality inclusive setting where children and adults are fully respected. Children with learning difficulties or disabilities are supported well. Transition arrangements to school include making children more familiar with their new surrounding by creating a laminated photo album.

Children are safeguarded. They are protected by thorough rigorous policies and procedures which the staff fully understand and effectively implement in their everyday working practice. Staff have an excellent understanding of their role and responsibility for safeguarding children and safeguarding procedures. This is further enhanced by the practice for regularly reviewing documents, records and

procedures, and the sharing of information with parents and other professionals. Detailed risk assessments and rigorous health and safety practices ensure children are safe indoors, outside, and on outings. There are visual and written checklists completed before children arrive and before they use areas of the building, such as outside. Children are collected by named adults recorded on registration forms who are known by staff. A password system is implemented. The attendance of adults and children are recorded and all visitors and students are supervised. Children cannot leave the premises unsupervised as doors are securely fastened and can only be opened by staff members. Safety gates are in place and viewing windows in doors enable staff to see children before opening them.

The quality and standards of the early years provision

All children have a fantastic time at the nursery. They are provided with an outstanding range of activities to help them progress in all areas of learning and help develop skills for the future. Babies experience numerous sensory and heuristic play opportunities. They thrive on the one to one interaction they receive as they explore the large treasure baskets full of natural, sensory objects, such as those made of metal, fabric or wood. Children use their senses exploring their surroundings touching the numerous textured rugs and materials throughout the playroom. They enjoy looking at the low level laminated photos of family and those close to them. They explore the colourful arrangement of multi cultural resources displayed on the floor so babies can touch and investigate them. Colourful mobiles hang from the ceiling and children's work is creatively displayed on walls. Toddlers enjoy making marks in the sand and helping themselves to the 'windmill' toy understanding that they need to blow it hard to make it move round. Outside children fetch water from the water butt to water the plants and clean the outdoor toys before playing on them. They enjoy building with milk crates and riding sit and ride toys. They introduce the guinea pigs to others calling out their name and hoping they will pop out of their sleeping quarters to say hello to them. Staff support children in all activities. They constantly praise children thus boosting self-esteem and confidence. Independence and self-help skills are firmly established in the pre-school room. Children competently set the table and hand out the snack. They independently pour their own drinks and then tidy away their used plates and beakers.

There is an excellent balance between child-initiated and adult-led activities in each room through the provision of continuous play areas covering all the areas of learning. Children play in a language rich environment. Staff monitor children's play and make sure they are receiving a good balance of play opportunities. Planning of the daily programme is flexible so that staff can respond to children's ideas and interests, however, it is always firmly based on what children can do and the next learning steps. Children show a great sense of achievement as the staff constantly praise them for their efforts. They are happy, contented and confident children who enjoy themselves and have fun. Children enjoy mark making exercises following their name card they practice the letters of their name and sound it makes. They use glue sticks to create a boat and sail it on the water confidently telling their key worker whether it floats or if it sinks. Children's creativity and imagination are extensively well developed. Colourful wall displays

and impressive collage works done on canvas are much admired. Children confidently paint on paper on the floor using their whole body to create the backdrop for various displays on the wall. Learning outside in the covered play area is equally as exciting as children have access to paint and mark making materials to create their impressive paintings. Children enjoy role play using the toy barbeque and play food within the summer topic. Children access various information communication and technology equipment. Calculators and weighing scales, matching bears and shapes are available in the maths area and children competently use the mouse with computer programmes.

The welfare of the children is of paramount importance to the staff. Children learn safe practices, such as tidying away toys so they do not fall over them and when out walking with staff they learn to stay close by holding their key workers hand. The fire drill is clearly displayed and practised every two months. However, the pre-school children could not explain what they should do if the fire alarm goes off when they are playing. Children develop an excellent understanding of healthy living, hygiene practices and healthy lifestyles. They enjoy different tastes at snack time from a whole range of fresh fruit and vegetables and benefit from healthy wholesome cooked meals using fresh produce. These are freshly cooked and prepared in the kitchen by the cook. The nursery recently received a five star award from environmental health. Children are excellent eaters and they enjoy the healthy nutritious meals prepared for them. After a recent trip to an nearby allotment the children planted potatoes and after growing them, dug them up and the cook prepared them for lunch. Children enjoy sitting together to eat thus creating a social occasion where they learn patience and manners. Staff encourage children to drink plenty of fresh water during the day and diluted apple juice at lunchtimes. Children begin to learn about basic hygiene practices. They access low level sinks which aid their independence as they wash and dry their hands and they eagerly explain why they must get rid of germs. Paper towel and paper products are recycled by children placing them in the recycling bucket. Children are encouraged to brush their teeth regularly after meals. This also includes the younger children who point to their tooth brush after lunch wanting to clean their teeth.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met