

# Kidstreet Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 103774                                             |
| <b>Inspection date</b>         | 11 October 2007                                    |
| <b>Inspector</b>               | Mandy Mooney                                       |
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| <b>Registered person</b>       | Kidstreet Nursery Ltd                              |
| <b>Type of inspection</b>      | Integrated                                         |
| <b>Type of care</b>            | Full day care, Out of School 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Kidstreet Nursery opened in March 2004. It is privately owned and operates from four rooms in a uniquely adapted industrial building close to the centre of Chatham. A holiday club runs in adjacent rooms in the building in school holiday times.

The nursery opens five days a week for 51 weeks of the year excluding bank holidays. Sessions are from 07.30 to 18.30. Children attend for a variety of sessions. The setting is registered to care for 108 children at any one time, this includes children attending the holiday play scheme. The children are divided into groups by age. There are currently 100 children on roll. Of these, 34 are in receipt of nursery education funding. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The holiday play scheme was not observed during this inspection.

25 childcare staff work directly with the children, all of whom hold appropriate early years qualifications. There are also a number of trainees in the setting, who are fully supervised by qualified staff. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in clean and hygienic premises, which helps to reduce risk of cross-contamination and keep children healthy. They develop good awareness of hygiene and health because the setting has activity themes and personal care routines that support this. For example, regularly washing their hands before eating and after using the toilet, although not all children do this as a matter of routine and sometimes need reminding. Older children's hygiene routine also includes brushing their teeth after lunch, this contributes to them having a healthy body and the benefits of having a healthy lifestyle are reinforced by staff as they remind them of the benefits of staying healthy. Staff follow effective nappy changing routines and minimise the potential for cross infection by wearing disposable aprons, wiping down the changing mat after every use with anti-bacterial spray and disposing of nappies promptly.

Parental consent is obtained for any medication that needs to be administered and accidents are recorded. However, on some entries some details are omitted, such as, the children's full names. This means that although a clear system is in place to carry out these tasks, staff are not consistently following required procedures and there is a potential for children's welfare to be compromised. Staff are able to respond appropriately to children's accidents and illness because they have current first aid training and good policy arrangements for care of children who are unwell.

The setting provides a balanced range of food, including savoury items and fresh fruit, such as biscuits and apples for snacks and a wide range of freshly cooked meals. This includes a variety of cultural dishes and a daily vegetarian alternative. The chef has a good understanding of healthy eating for under fives. Staff ensure knowledge of children's special dietary requirements and provide foods that are suitable and keep them healthy. This information is recorded and made available to staff to ensure secure and correct details to maintain children's health. Children have access to drinking water and routinely have water and milk at snack times. This keeps them well hydrated and comfortable and supports their active play and learning.

Children develop good physical movement and skills by taking part in a variety of outdoor activities. They also benefit from the fresh air and exercise. Children use large equipment and other resources to climb, slide, go through, under and balance. They experience activities that provide them with challenge and encourage them to try different ways of moving, for example, climbing up the large indoor soft play equipment. When playing on tricycles and ride on toys, they negotiate each other's space and when walking and running, children display good spatial awareness.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are very secure in the bright and well maintained and environment where the code entry system and CCTV cameras help to ensure that children are well protected from unknown visitors. The building is very airy and well ventilated and this contributes to helping the children feel safe, secure and comfortable. The premises are welcoming to children and parents, with displays of information for parents and attractive pictorial images for children. It has appropriate regard for people with disabilities as there is a chair lift in place, so that the first floor is accessible to all. Space is well organised, where children have designated base rooms and an

additional area for quieter or small group activities. All base rooms have adjacent bathroom areas, which are easily accessible to children. However, the toilets in the pre-school and Tweenies room do not ensure privacy for the children as there are no doors on the cubicles. Furthermore, because the children's sinks are located inside the cubicles, this means that if the children need to wash their hands, another child may be using the toilet beside them. The children make good use of the large purpose built indoor soft play area and enclosed outdoor play area.

Children's safety and comfort are supported by a good range of child-sized furniture and play equipment that are kept in good order. Staff use good policies and procedures to keep children safe. For example, they supervise children at all times, including when in the toilet areas and during outdoor play; risk assessments are provided to reduce risk and the premises are secure and visitors are vetted prior to entry.

Children are developing a clear awareness of how to keep themselves safe because staff educate about relative aspects, such as a visit from the 'lollipop' school crossing person to learn about road safety and the local fire officers to talk about fire safety; they are involved in fire evacuation practices and they take an active part in helping to tidy away activities at the end of the session to keep the room in an organised, safe order. The setting has written child protection procedures and contact details for relevant local agencies. Staff have a clear understanding of child protection issues and the procedures to follow if they have a concern and this helps to protect children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the setting; they enthusiastically participate in the wide range of stimulating and challenging activities. Young children settle well because the setting has good arrangements for them to make visits with their parents prior to their placement. This is continued as the children make the transition into the next base room. Practitioners provide supportive contact and develop caring relationships with children to support their emotional needs. As a consequence, children's sense of security and well-being is increased and they become confident to explore the environment and engage in activities that support their play, learning and development. Children benefit from shared information between parents and staff, which, for the babies includes a written contact sheet, this promotes continuity in their care arrangements. For example, to provide a 'comforter' where relevant to support children's needs.

The 'Birth to three matters' framework is used effectively to observe and assess children under three years and to plan good learning and development opportunities. For example, staff have sound knowledge of children's abilities, based on initial assessment using information from parents and observation, and a good balance of adult-led and child-initiated activities, which allow children to learn at their own pace. Young children begin to play happily with each other and with adults and they enjoy sensory play and the use of natural materials, such as sand; they select books, engage in role play and use outdoor equipment.

The manager indicates the children in the holiday play scheme have access to a wide range of activities and this is supported by written plans showing variety, based on the ages of the children attending and a range of toys and resources to support children's enjoyment. For example, construction toys, board games, art and craft activities and outings.

### **Nursery Education**

Staff have sound knowledge of the Foundation Stage Guidance and this is used to influence planning for the six areas of learning. Stepping stones are reflected in planning, as are learning intentions for most of the areas of learning. However, in practice, what is actually taking place is not fully reflective and therefore the learning intentions do not link up. This is particularly in the area physical development. Staff use their time well; they work directly with the children, offering appropriate support and supervision in their play. Children access resources independently because these are well organised and at their level. If a child needs something in particular staff are on hand to assist. Staff carry out regular observations on children to track their progress and these are then used to influence planning. However, some of the observations are more descriptive, as opposed to evaluative and as result it is not always clear how or if the child is making progress and progress reports do not always clearly indicate how children are developing or moving on to the next stage in their learning.

Staff develop good relationships with children and know their individual needs. Children are confident, independent and have good self-esteem. They are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together, for example when negotiating roles in imaginative play and waiting to take their turn in games. Children are developing sound levels of independence, for example, with their personal care for toileting and washing during the session and sometimes use opportunities to pour their own drinks and choose snacks. Children behave well and respond to requests for good behaviour. They understand the rules within the setting and abide by them for the most part. On occasions, children's behaviour is seen to deteriorate and this is because the session and grouping has gone on for too long and boredom sets in. This results in children disrupting the play of others, noise levels rising and children not listening to instructions from adults.

Children select books and use them appropriately and they enjoy stories read by staff . They are able to recall the events of the story and recall aspects of the narrative, for example, when listening to 'We're Going on a Bear Hunt'. Some children can write their names and they have some opportunities to practise this, although the resources to support mark making are not readily available for children to access throughout the day. Children use language to recall and relive past experiences and to support their imagination within role play, such as in the 'spaceship' and café.

Children are developing the ability to count and recognise numbers. For example, counting others at circle time and how many cups needed for juice time and most staff are skilled at consolidating children's mathematical learning. Four year-olds are able to calculate simple instructions, for example, working out how many more songs they need to make three, if they have sung two already. Many children can count to 10 and beyond. This is reinforced during song time. They can select or name a particular shape, for example a child is able to select a shape, identify it as a square and fit it into the puzzle.

Children know familiar rhymes, they choose 'Twinkle Twinkle Little Star and Baa Baa Black Sheep'. Staff ask what language they would you like sing, English or French, loud or quiet. They follow instructions well and some children are able to recite some words in French. Children have daily opportunities to be freely creative, such as, creating 3D spaceship models, chalking at the easel and making play dough. They respond to their senses and have opportunities to explore this, for example, whilst making play dough, staff ask the children how it smells, as different food colourings are put in and they extend vocabulary by introducing more descriptive words, such as stretchy, sticky and cold.

Children gain a sense of pride and achievement at 'show and tell', as they share their tales of the weekend and bring in something from home to show their friends. Such as, 'I went to a boot sale and bought this book', 'I got this new ball' and 'this is my spider man mask'. This contributes to children's home lives being recognised and valued. Children learn about caring for their environment and living things, as they help to care for the pet goldfish. They have opportunities to learn about and use information technology, as they use the V-Tech hand held electronic games and equipment, although many are unsure about how these work and require adult support and instruction. There are also two computers within the room for children to use independently. Children are developing a sense of place within their local community and early awareness of the wider community through activities and resources that represent diversity. They have celebrated cultural festivals together and have visits from people in the local community, for example, the 'lollipop' road crossing person and fire officers. Although there are too few opportunities to go out and explore the community for themselves as this does not form part of the regular routine.

Children have daily opportunities for large physical play. They make good use of the large soft play equipment on site and outdoor play area. Children are developing appropriate spatial awareness, as they ride around on trikes, negotiating each other. They climb the large soft play equipment with increasing skill and confidence, taking calculated risks and enjoying the challenge. Children's fine manipulation skills are progressing through use of tools, for example, with scissors to cut out and tools with sand play. However, this area is not always well thought out as learning intentions are not linked to what is actually taking place and so therefore the outcomes for children are not clear.

### **Helping children make a positive contribution**

The provision is good.

The setting implements an effective equal opportunities policy which is reflected in practice. Staff are familiar with the policy and implement it by getting to know the families and children who use the service. Children are valued as individuals, they have opportunities through planned experiences to look at similarities and differences and these are acknowledged and reaffirmed. Children are encouraged to listen to each other, for example at 'show and tell' time and this leads to children learning to respect each other and gaining a sense of value. Children have access to range of resources to reflect a positive image of the community, these include, play figures and books to depict different cultures and disability. This is further extended through the variety of dishes offered at lunch time, such as Chinese and Italian food. Children are gaining a greater appreciation of other languages as they practise speaking in English and French. Staff take good steps to include all children, including those who speak English as a second language, by working with parents to learn the basic words of the child's language to ensure their needs are met effectively.

Staff offer good support for children with learning difficulties and/or disabilities. They are secure in their understanding of the code of practice, which means they are able to meet and plan for children's individual needs. Staff use appropriate behaviour management strategies and children respond well. Staff make expectations of behaviour clear and give reasons for their requests ensuring children understand why certain behaviour is not acceptable, such as, no throwing toys in case they break or hurt someone. Children become confident and willing to try new experiences because staff regularly praise them for their involvement in activities. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Staff are welcoming and friendly and they provide an inviting environment for children and parents. Relationships between staff, parents and children are good with time made available to talk and exchange information. This helps to promote continuity of care for the children. Children benefit from their parents' being informed of the setting's events through various types of written documents, for example, a parents' pack, written policies, newsletters and various displayed details. This includes information on the 'Birth to three matters' framework and Foundation Stage curriculum. Parents contribute to an initial assessment of their children. This ensures staff have a good knowledge of individual needs and achievements. This helps staff to build on what children already know. However, opportunities for parents to be actively involved in their children's learning are too few. Staff record what the base room has done on a white board outside the room at the end of the day and this means parents do not have the opportunity to comment or contribute their ideas and furthermore, parents are not involved in developing the next steps for learning for their children as this is completed by the children's key workers.

## **Organisation**

The organisation is good.

Children's care, welfare and learning are effectively promoted as a result of the commitment of well qualified and experienced staff. Staff recruitment procedures are rigorous and induction processes ensure that staff are fully aware of their roles and responsibilities. Many staff are very skilled and experienced in caring for children and all are completely dedicated to providing a good service to the children.

Ratios are well maintained and this is guaranteed because staff record children's attendance as they arrive in the base rooms and parents record the actual time of arrival and departure at the main front entrance. Furthermore, effective contingency arrangements in case staff are absent are implemented and this means required ratios are maintained to promote children's welfare at all times.

All required documentation is in place and stored confidentially. Although a weakness is identified in the recording of accident and medication records, which, when looked at later may not indicate clearly to which child the record relates.

Leadership and management are good.

Staff are well supported by management who are very 'hands on' and completely aware of how the setting is running, through regular meetings between the directors and manager. The setting works closely with Medway Early Years and a very supportive advisory teacher, as well as the area special needs co-ordinator (SENCO). This contributes to enhancing the quality of service offered to the children and ensures effective inclusion. The pre-school room has a committed, enthusiastic and well motivated team of staff. Regular meetings are held to discuss ongoing practice, daily issues, planning and children's development. A formal appraisal system is in place and staff are encouraged to attend relevant training courses to continue their professional development. This includes at least one member of staff currently undertaking training for the Early Years Professional Status (EYPS). Ultimately this will enhance the quality of the service even more. Management are very keen to continuously develop the service and this is reflected in the action plan devised since the last inspection to address the key issues raised and also a vision for the future. Although weaknesses remain in nursery education provision, the systems for monitoring are in place and through close liaison with the advisory teacher, the setting is continually working to review and improve practice. This means strengths and

weaknesses are frequently looked and action taken to develop the area. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Four recommendations were raised at the last nursery education inspection. These all related to the quality of teaching and learning and partnership with parents. The provider agreed to continue to develop the planning, giving appropriate priority to all aspects of literacy and mathematics, implementing clear learning intentions and to use a format that is easy to monitor. There has been some improvement in the area of planning and all aspects of learning are given equal consideration. Learning intentions are recorded, however, on occasions, specifically for physical development the learning intentions are not always reflective of what is taking place. The room leader is responsible for monitoring the effectiveness of the planning and for the most part this is effective. The range of direct teaching activities covers all areas of learning and offers sufficient challenge to all children and are supported by a good range of resources.

The provider agreed to build on current assessment records and to use information collected through observations of children to plan for each child's next steps for learning. Observations of children's learning are regularly carried out and these are used to influence planning. However, some observations are too descriptive and it is not completely evident how the information has been used. Next steps for learning are devised for most children, however this is not consistent for all children and parents are not involved in agreeing the next steps for their children's learning and as a result they are not fully involved in their children's learning.

To ensure parents have sufficient information about what their children are learning and to enable them to support and extend their learning at home, the setting has developed 'parent packs', these include information about the Foundation Stage curriculum and the areas of learning covered. Parents are encouraged to be involved in what is going on, however, sometimes this is difficult because many of the parents are working parents and do not have time.

Two recommendations were raised at the last care inspection. The provider was asked to request permission from parents for seeking emergency medical advice or treatment for children. This is now recorded on the children's registration form and contributes to promoting children's wellbeing. The provider agreed to develop an equal opportunities policy and ensure this is evident in practice and shared with parents. This is now in place and practice observed reflects the policy. The policy forms part of the information shared with parents at admission and is readily available in the setting. This contributes to promoting equality and effective working in partnership with parents.

### **Complaints since the last inspection**

Since 1 April 2004 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.

## 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 satisfactory.

### 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):

- review the bathroom facilities to ensure children have privacy when using the toilet
- review the recording of medication and accident records to ensure all entries have children's surnames included

#### 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):

- review the planning of opportunities for physical play to ensure it is reflective of what is actually happening and to reflect clear learning intentions
- ensure consistency in recording children's progress and use this to plan the next steps for learning.
- review and improve the systems to encourage parents to be actively involved in the children's learning, by involving them in developing the next steps for learning.

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](http://www.ofsted.gov.uk)