

# Kelton Day Nursery and After School

Inspection report for early years provision

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<b>Unique Reference Number</b>	322430
<b>Inspection date</b>	21 February 2008
<b>Inspector</b>	Chris Scully / Frank William Kelly
<b>Setting Address</b>	Kelton Nursery, Park Avenue, Mossley Hill, Liverpool, Merseyside, L18 8BT
<b>Telephone number</b>	724 5802
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Kelton Day Nursery
<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 good.

### WHAT SORT OF SETTING IS IT?

Kelton Day Nursery opened in October 1981. It is privately run by the Kelton Parents' Committee Association. They are a non profit making organisation and have charitable status. They are located in a quiet residential area of Mossley Hill and near to Sefton Park. The setting primarily serves families living in and around the local community. A maximum of 102 children may attend the nursery at any one time with a maximum of 50 children attending the out of school club and 25 children attending the holiday club. The nursery operates Monday to Friday all year round from 08.00 to 18.00. The out of school operates Monday to Friday during term time from 15.00 to 18.00. The holiday club operates during school holidays from 08.00 to 18.00. All children share access to enclosed outdoor play areas.

There are currently 139 children aged from birth to 11 years on roll. Of these, 45 children are in receipt of funding for early education. The setting is able to support children with learning difficulties, disabilities or for whom English is an additional language.

The nursery employs 34 members of staff including support staff. Of these, 31 hold recognised early years qualifications. The manager holds a BA in Early Years Childhood Studies. A number

of staff are working towards additional qualifications. The out of school provision employs seven staff. All staff hold appropriate play work or early years qualifications. The setting has achieved Quality Counts Award. They are a member of the National Day Nursery Association and network with the Liverpool Early Years Development Childcare Partnership. Teacher advisor input supports with the children's educational programme. The out of school provision is affiliated to Kids Club Network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and hygienic environment. They are developing a secure understanding of the need for good hygiene practices. Younger children are very confident and happily collect their own tissues from dispensers to wipe their nose and place used tissues in the bin. Therefore, they are aware of their own needs and are effectively minimising the risk of cross infection. Staff are positive role models who consistently model good hygiene routines, such as washing their hands at appropriate times. Effective nappy changing procedures are in place; this means children are changed in line with their own routines and needs. Good laundry routines mean the risk of cross infection is minimised. All children are able to sleep or rest according to their individual needs and are checked on a regular basis to ensure their safety and well-being.

Most staff hold first aid certificates, which means children's accidents or incidents are handled well. Staff are keen to ensure the children's well-being and have on occasion suggested to parents that they seek additional medical advice. However, they have not informed the regulator if a child has sought additional medical attention. Appropriate procedures are in place for the administration of medication, however, the practice of gaining blanket consent for the administration of prescribed medication is not good practice. A sick child policy is in place, which means children are cared for in as far as possible an infection free environment. Younger children's physical skills are developing well. Children are becoming skilled at using smaller resources, such as tools to manipulate dough. They enjoy the opportunities to use threading resources, which improve upon their co-ordination and dexterity. Older children receiving nursery education enjoy daily opportunities to play outside in the fresh air. They are familiar with and confident to use the range of resources available. They understand the need to swing their legs back and forth when sat on the swing, they stand on the balancing steps with agility and enjoy running around chasing each other with good control. They stop, start and turn with good spatial awareness.

All children receive a range of healthy, nutritious meals and snacks. These are freshly prepared each day by the cook and effectively meet the children's individual dietary needs. Staff are very aware of the children's religious needs and meet these well in practice. Babies' meals are prepared in accordance with the parents' wishes and are blended to the appropriate consistency. Young babies are held whilst having a bottle, which enables them to build a bond with their carer. Mealtimes are mostly a relaxed occasion which provides opportunities for children to converse with their friends and staff. Although on some occasions children are seated for long periods of time before their meal is served. All children have independent access to fresh drinking water in order to keep themselves refreshed.

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

The provision is good.

Children are cared for in a bright, warm and welcoming environment. Rooms are effectively organised in order to meet the needs of the children and provide many interesting play areas for them to explore. Children are confident to self-select their own resources and to choose where to play. Staff caring for babies ensure resources are placed close to the babies to enable them to choose their toys, thus, promoting their independence and self-esteem. One baby concentrates on grasping the label on the play mat and giggles as they attempt to hold on to it. Children have access to a wealth of quality toys, resources and books which effectively support their all round development, therefore, children are able to make good progress. Toys and resources are safe, suitable, well maintained and meet the developmental needs of the children. There is an extensive range of accessible resources which promote diversity.

A range of comprehensive risk assessments are in place, which encompass all areas used by the children and are updated on a regular basis to ensure the safety of the children. These are further supported by the daily visual checks completed by staff on a daily basis. However, on some occasions the stair gate leading to the basement is not closed properly and a safety lock is missing from a bathroom cupboard. Good systems are in place for ensuring children's safety when travelling on the minibus. All named drivers have undertaken a minibus driving course and complete checks on the vehicles before taking children out. All vehicles are regularly serviced to ensure they are in good working order. The use of close circuit television means staff can identify callers to the setting, thus, ensuring children's safety. Good collection procedures are in place which means children are collected by named persons. Children learn to keep themselves safe through topic work, such as stranger danger, road safety and by regularly practising the fire evacuation procedures.

Staff have a secure understanding of the child protection procedures. Many staff have attended child protection training and are aware to report any concerns to the child protection coordinator and the manager. This is supported by the child protection policy, as it provides clear direction on the action to take should staff have a concern about a child. However, it is unclear on the extent of the action to take should an allegation be made against a member of staff or senior management. Good information is displayed around the building with regards to the Local Safeguarding Children Board to which staff can refer to. Overall, children are protected from harm.

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

The provision is good.

Children are very happy and settled at the setting. They enter happily and are quickly absorbed in self-chosen play and learning experiences. This is due to the positive relationship staff build with children and the effective implementation of the key worker system, thus, children are cared for by staff who genuinely care about them. Staff providing care for younger children have a secure understanding of the 'Birth to three matters' framework and use this well to provide a wealth of fun, interesting play opportunities. Younger children are consistently engaged in purposeful play and learning experiences. This is enhanced by the effective assessment systems in place, which enable staff to chart younger children's progress and provide opportunities to extend their learning.

Care of babies is good. Babies are provided with a range of experiences to help them to make good progress in all areas of their development. They enjoy the opportunities to explore sensory

activities, such as finger painting and a range of natural materials. Staff effectively promote children and babies' language development as they talk to them, mirroring their language and using gestures to enable younger children to make connections. They ask open-ended questions which enable children to think, communicate and solve simple problems, such as 'how many more do we need?'

Children enjoy the opportunities to take Freddy frog home where they record his adventures with them over the weekend and relay this to their friends. Most children's creativity is developing well, although, there is a tendency in some rooms to over use templates within the displays. Younger children are developing an understanding of everyday technology as they use computers and digital cameras with good support from staff. Children confidently count the bones on the dinosaur with staff and print their picture. This they proudly show to other staff and visitors.

Younger children's learning is enhanced by the opportunities to visit local places of interest, such as safari parks where they feed the elephants, and trips to look at Chinese architecture and buildings in line with Chinese New Year and Liverpool 08 celebrations. Children in the out of school provision enjoy a wide range of fun activities after school and during the holidays. Activities are planned to meet the needs and interests of the children. They play well with their peers and provide good support to younger children, for example, when playing pool or on games consoles. They state they are happy at the setting and have lots of fun.

#### Nursery Education.

Staff have a secure understanding of how children learn which means that the quality of teaching and learning is good. This is because many of the staff are experienced practitioners who have received additional training to help underpin their sound knowledge of the Foundation Stage and the areas of learning. Consequently, the children enjoy a wide range of stimulating play and learning experiences, which are appropriate for their ages and ability.

There is a focus on providing children with good choices about with what and where they play, which is supported by several areas of continuous play including sand, water, role play, mark making, construction, and creative. These are mainly, well organised and equipped. However, whilst there are writing and mark making materials in set areas, staff have not extended these so children can use them more spontaneously, such as writing lists and messages when in the role play area.

The activity programme is planned on a weekly basis and staff use observations of the individual children to help them inform their future plans. Staff are in the process of implementing a new system, which links more closely to the individual child's own interests and learning style.

On a practical basis, staff use daily routines well to help children practise and consolidate their learning. For instance, they encourage the children to count and calculate by encouraging them to set the tables at mealtimes and match the correct number of plates or cups to the number of children at each table. When getting up to play following group discussions, staff encourage children to colour match by asking who has a red jumper on.

Children are extremely confident and eager to interact with familiar adults and visitors alike. They freely talk about their experiences at home, such as their newly born siblings, and their journey to nursery and how there was ice on the car. They want to engage visitors in conversation; they become animated and giggle with glee as they recall when the squirrel ate

the strawberries. Others confidently share what they have noticed, such as a visitor's change of clothes from the previous day.

The children show good levels of concentration as they play for long periods of time without adult support and show a growing maturity as they independently negotiate and turn take whilst experimenting with the tubes and funnels in the water. They pour their own drinks, help to tidy up and most are able to take off their Wellington boots, undo and hang up their coats.

They count well and show an interest in numbers. They hold up how many fingers to represent how old they are or how many children are sat at the table. They recognise shapes as they announce that the plate is a circle and use mathematical language, such as big and little. They enjoy stories and the conversation that they prompt. They recognise their names on name cards and some recognise those of their friends. There is evidence that they write their names for labels on their pictures and some show good pencil control when colouring in.

Activities, such as growing tomatoes, strawberries and carrots in 'compost corner' help the children learn about their wider world. These activities help the children learn about seasonal changes and the needs of plants and others for light and water. When asked what strawberries need to grow, a child announces 'water and sun, water and sun'. They learn about other cultures through fun craft activities, such as making lanterns for Chinese New Year and every week they participate in Spanish lessons. They are eager to demonstrate what they have learnt, for instance, they reply to adult's greetings with 'Hola' and count confidently, some up to 15.

Children demonstrate a clear understanding of technology and how to use it. For example, one child creates a passport on the computer without adult support and then operates the mouse to print it. Staff praise his skills which boosts his self-esteem and confidence. The children eagerly use the digital camera to take photographs of their friends and visitors. The staff then place the memory card into the wall mounted digital frames so the children and parents can see what the children have been doing that day.

Children have independent access to a suitable range of creative materials with which they can paint, stick and glue. Their work is displayed on the walls in the playrooms and some of it reflects the children's independent drawings and paintings. However, there is still an emphasis on using pre-printed images and stencils, which limits some children's confidence to draw independently. On other occasions there is no paper close to the easel to encourage the children to use the paint available.

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

The provision is good.

Staff are very knowledgeable about the children in their care. They are fully aware of their individual needs, likes and preferences. They use written and verbal information sourced from parents well to provide good quality care. Children have very good opportunities to learn about the wider world through discussions with the staff and the acknowledgment of various festivals throughout the year. The children's understanding is further enhanced by the introduction of the resource library. This is an extremely useful resource, which has been effectively implemented by staff. It provides excellent opportunities for staff to enhance the children's learning by introducing new resources, such as musical instruments, their name, where they are from and how they are used.

Children develop a sense of community as they celebrate birthdays and other special events with their friends. This means children are developing positive attitudes to others. Children feel valued as staff listen intently to what they have to say and are interested in their 'news'. Children's social, moral, spiritual and cultural development is fostered. They are polite and understand to take turns when talking in a group and show consideration for their environment. For example, they explain to visitors that they must not walk on the crocus flowers in the garden. They regularly participate in fundraising events, such as the 'Big toddle', the Christmas shoe box appeal and Red Nose Day, which helps them to gain an understanding about helping and caring for others.

Children are well behaved and polite to their friends. The introduction of the children's committee in the out of school means children have a strong sense of belonging and are confident to create the rules for the setting. Staff are positive role models who provide clear age appropriate explanations to children as to why their behaviour is unacceptable. This enables children to think about what they are doing and to provide ways of addressing the issues. A behaviour management policy is in place, but does not include information as to how to address issues of bullying within the nursery. Younger children play well with their peers and are developing an understanding of turn taking and sharing. The setting is not currently providing care for children with learning difficulties or disabilities. A Special educational needs coordinator (Senco) is in post. They are appropriately trained and have all the relevant information and systems in place to support a child and their family.

The setting develops very positive relationships with parents. Parents are provided with a wealth of well written information about the setting and the type of care and education their child can expect to receive. Daily discussion, diaries and monthly update sheets mean parents are well informed about their child's progress. Good information is in place should a parent have a concern about the setting. Parents are actively encouraged to take part in their children's learning, such as providing information on how they celebrate Christmas in their home country and providing items for thematic work. Parents state they are very happy with the care their children receive. The partnership with parents for those children receiving Nursery Education is good. Parents receive written information about the Foundation Stage and the six areas of learning along with regular newsletters and updates which share information about what the children are currently learning. An annual parents' evening is held and each month the setting provides parents with a written summary of their children's progress. Parents are aware of the information which is held about their child and that they can view it any time they wish.

## **Organisation**

The organisation is good.

Children are cared for by qualified and experienced staff who work well together as a team. Good vetting and induction procedures in place means staff have a secure understanding of their individual and collective roles and responsibilities. Designated staff, such as the equal opportunities coordinator, child protection coordinator and Senco, have all attended training suitable to their role and provide appropriate support to others. Staff value the opportunities to attend training courses in order to improve upon their current skills and knowledge. They use information sources from training to enhance the opportunities provided to children.

The effective key worker system significantly enhances the children's sense of belonging and learning opportunities. It provides clear communication systems with parents and consistency in the care of the children. Policies and procedures, which contribute to the children's health, safety and well-being, are in place and are effectively implemented by staff, although, there

are some omissions within the child protection and behaviour management policy. Records and documentation are well maintained with the exception of the register in out of school as it does not make clear as to the actual time of children's arrival. All consents are in place, which means children are cared for in line with the parent's wishes.

The quality of leadership and management of the nursery education is good. Planning and assessment systems are monitored, with positive links being maintained with the early years teacher advisory team. Clear aims for the provision of nursery education are in place which in practice enables children to make good progress towards the early learning goals. However, the managers have not devised a consistent method for monitoring that the plans, such as continuous play provision are being implemented consistently in practice. That said, there is a commitment to improvement and the enthusiastic leadership of the setting actively contributes to the children's care, learning and play.

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

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

Following the last care inspection two recommendations were raised regarding informing the regulator of any infectious diseases and revising the complaints procedure for the out of school provision

The provider has updated the sick child policy to include information on notifiable diseases and has included a list of these within the policy. The provider is aware to notify the regulator of any outbreaks within the setting. The complaints procedure within the out of school provision has been revised and includes the contact details of the regulator should a parent have a concern about the setting. In addressing these issues the setting has improved upon the health and well-being of the children.

At the last Nursery Education inspection two key issues were raised regarding the staff planning of the curriculum and the children's mathematical development.

Since then the setting has addressed these issues fully as they now have a more rigorous planning and assessment system which focuses on the children's individual needs and the structure of the daily routines and organisation of the play space means that the children have a greater access to toys materials and free play opportunities. The children's mathematical development is enhanced and developed through daily routines and planned small group activities, such as comparing groups of objects for their size and colour.

### **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.

## 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 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):

- enhance the systems for administering medication and ensure the regulator is informed of any accidents which require a child to seek additional treatment
- ensure the actual times of children's attendance are recorded in the out of school and revise the child protection and behaviour management policies.

#### 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):

- encourage children's writing skills by role modelling writing for a purpose and create play opportunities for them to do so spontaneously in a practical way
- revise management monitoring systems to ensure that equipment within the continuous provision is always readily accessible to further promote the children's spontaneous creativity, play and learning.

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