

The Kiddies Day Nursery

Inspection report for early years provision

Unique reference number 205441
Inspection date 13/12/2011
Inspector Rachel Wyatt

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

The Kiddies Day Nursery opened in 1989. It is one of two privately owned and managed nurseries. The Kids Klub provides before and after school care and holiday activities for school-age children. Transport is available to take children to and from local schools. The nursery and out of school club are located in a detached property on the eastern side of Kidderminster town centre, close to the railway station and main road links. Access and parking for parents dropping off and collecting children is from the rear of the building. Children have access to enclosed outdoor play areas, and three- and four-year-olds attend forest school sessions. The nursery is open each weekday for 51 weeks of the year, closing for Bank Holidays and a week between Christmas and New Year. Sessions are from 8am until 6pm.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 45 children may attend the nursery at any one time. There are currently 42 children aged from birth to five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Fourteen members of staff work directly with the children, alongside the senior management team of the owner and two colleagues. The organisation also employs two cooks. The owner, administration manager and all childcare staff have early years and/or playwork qualifications to at least level 3. The nursery provides funded early education and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy being at nursery where their choices, interests and needs are given priority. They thrive and make good progress as staff plan and organise rewarding experiences, both indoors and outside. Positive relationships with parents and carers and sound systems ensure children are fully safeguarded and kept safe and healthy. The owner and her colleagues effectively evaluate the nursery's procedures and provision, and ensure improvements are timely, well-targeted and sustained. For example, children and adults confidently contribute to ensuring the nursery is an ecologically friendly and healthy setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the layout and management of activities for older children in the under two-year-old age group in order to give them scope for free movement and well-spread, inviting activities

- extend opportunities for children of all ages to learn outdoors throughout the year.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The owner and staff consistently follow the nursery's robust safeguarding policies and procedures, taking prompt, appropriate action if they have any concerns about a child's welfare. Effective staff recruitment, induction and development procedures ensure adults working with children are suitable, well-qualified and confidently carry out their duties. Children's welfare is further supported as all required agreements and information are obtained about them before they start. The nursery is effectively led and managed. Managers and staff work well together. They create an inviting, positive environment where children develop confidence, have a real sense of belonging and their families feel welcomed. Sessions and routines are generally well managed and children take a lead in contributing to their learning, for example, choosing activities and resources. The nursery's good links with parents and other agencies, such as speech and language therapists, ensure children with special educational needs and/or disabilities have effective tailored support.

Children and families access good quality provision because the owner and staff consistently reflect on the effectiveness of their practice and procedures. Policies are reviewed and updated, ideas from training courses are implemented and priorities for improvement are addressed. Various initiatives have enhanced the nursery's provision, ensured sustainability, enriched children's learning and extended communication with families and staff. For example, children are enthusiastic participants in the nursery's successful development of a sustainable and healthy environment. They actively take part in and show they understand the value of recycling, conserving energy and growing their own food. The nursery's outdoor provision has been extended so older children take part in weekly forest school sessions, and all children enjoy experimenting and building with larger scale construction materials. The nursery website gives parents, carers and staff access to a wide range of information relating to the owner's two nurseries and to other aspects of early years.

Children benefit from the nursery's positive relationships with parents, carers and others involved with families. Parents appreciate being encouraged to exchange information with staff about their child's care, learning and development. This helps staff to settle and get to know children and keeps parents well informed about their child's daily activities and overall development. Children attending other settings have consistency and make smooth transitions to school because of the nursery's regular contact with providers and reception class teachers.

The quality and standards of the early years provision and outcomes for children

Children enjoy learning, make good progress and develop appropriate skills for the future. Staff effectively monitor and assess each child's progress. They tailor plans, activities and resources to promote children's interests and their individual learning priorities. Children's ideas and choices are an integral part of sessions so they are keen to join in activities and often concentrate well. However, sometimes older toddlers in the under twos' area of the nursery lack stimulation because activities and toys are not sufficiently interesting or challenging. In other respects, children are eager to help, for instance, in getting ready for meal times and putting away toys. They confidently manage their own personal care and hygiene routines. Children behave well and understand and respond positively to the staff's expectations. From an early age they show kindness and respect towards each other. For example, at meal times older children explain the routines to toddlers and encourage friends to come and sit at the table. Through discussions, books and activities, children learn about the lives and customs of others. They help with fundraising and through gardening, recycling and forest school they discover different ways to care for their environment.

Children become articulate speakers. Staff encourage their conversations, vocabulary and attentive listening. Children enjoy stories and often look at books on their own or with a friend. They increasingly recognise and use letter sounds. Children often use mathematical language in play; they accurately count, compare numbers and tackle simple number problems. For example, when helping to lay the table at snack time they readily work out how many cups or plates are needed at each table. Three and four-year-olds also adeptly sort and match puzzle pieces. Babies and children relish sensory and exploratory play, happily investigating a range of materials. They are interested in how things fit together and work. They make models from different construction toys and shapes and really enjoy den building. However, this large scale construction play is not available for them to play with all year round so some children are currently missing out on more challenging outdoor play. In other respects, babies and children are physically active and confidently use a range of equipment and apparatus. They balance and climb well and enjoy ball games. Children are imaginative, expressing their ideas through their colourful artwork, acting out roles and creating scenarios with small world figures and toys. Children love songs and rhymes, and their parents and carers are delighted with their efforts, including singing in different languages during their Christmas concert.

Children's welfare is effectively promoted. Their care, health, dietary and cultural needs are clearly understood and met by the staff. Children are well cared for by first aid qualified staff if they become unwell, have an accident or need medication. Parents are kept informed about all matters relating to their child's care and well-being. Children have a sound understanding of the importance of leading a healthy lifestyle. Older children talk about eating five portions of fruit or vegetables each day. They adopt good hygiene practices, make healthy choices about what to eat and regularly have drinks of water. Children have regular outdoor play and exercise. Children are kept safe as the premises are secure and free from hazards.

They are effectively supervised and robust risk assessments and safety checks are used to monitor safety and to minimise hazards. Children behave sensibly and responsibly. They use apparatus and handle tools, such as scissors, correctly. Children attending forest school learn how to manage risks and more challenging situations. Babies and children clearly feel emotionally secure in the company of kind and reassuring staff. Children express their views and feelings and their efforts are celebrated and praised.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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