

# The Kiddies Day Nursery

Kingsway, Stourport-on-Severn, Worcestershire, DY13 8NH

<b>Inspection date</b>	30/01/2013
Previous inspection date	23/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children's communication skills are supported and developed well. Staff encourage them to talk about experiences and share information and are quick to involve themselves in conversation.
- Children are well supported in their transitions, both throughout the setting and when they move to school. Staff liaise with teachers from the local schools and invite them to visit the nursery to ensure that the move to school is a positive experience.
- There is a dedicated senior management team in place. They have a clear vision for the future and work closely together to implement the necessary changes to move the setting forward.
- Children's health is promoted well. They access outdoors daily and use a range of equipment, including climbing frames and swings to enhance their physical development.

### It is not yet outstanding because

- On occasions, some staff lack confidence in their own abilities to extend activities. They do not always provide children with choices within their play to fully enhance child-initiated learning.
- Parents are not always fully informed about what their children are learning. Although, information is shared with them daily, some parents are not sure of the areas of learning or stages of development that their child is working towards.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children in all areas and outdoors.  
The inspector looked at children's records, planning, assessments, evidence of suitability of practitioners working within the setting and other required documentation.
- The inspector sought the views of parents.
- The inspector held ongoing discussions with the registered provider, the manager and staff.

## Inspector

Becky Johnson

## Full Report

### Information about the setting

The Kiddies Day Nursery was registered in 1991. It is privately owned and has a sister nursery in Kidderminster. It is situated in a converted house on the outskirts of Stourport-on-Severn, Worcestershire. There is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. It is registered on the Early Years Register.

The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. A part-time cook is also employed. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 26 children attending within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and those with special needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop systems to build on staff's confidence to enable them to further extend activities and help them to support children to make more choices within their play
- develop a method to ensure that all parents receive information to tell them the areas of learning that children are covering during their play.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are happy and settle well in this small, friendly nursery. They make good progress in their learning and development as most staff understand how to plan and extend activities to enhance children's play experiences. However, on occasions, some staff lack confidence in their own abilities to fully extend activities or provide children with additional choices within their play. As a result, there are times when children's learning is not fully expanded and they are not able to fully experience child-initiated play. However, children are progressing well and have fun. Planning is in place and has recently been updated and simplified into a workable system for staff. Observations are carried out and children's next steps are identified and recorded on their individual planning sheets. These link effectively with the room planning to ensure that children make progress in all areas of their learning and development. Most staff are able to easily and clearly recognise the progress that children are making. For example, they identify where children are developing well in line with their starting points and capabilities or where they need additional support. Parents are informed of activities that children have taken part in. However, they are sometimes unsure of which areas of learning have been covered within the activities and are, therefore, not always clear about what their child has learnt.

Children's communication is very well supported throughout the nursery. Staff in the baby room reinforce the sounds that children make and spend time helping older, more vocal

children to extend and develop their basic communication skills. Older children's language is very well developed. They talk happily together and share familiar and imaginary experiences with their peers. They recognise staff as they arrive by the sound of their voice and rush excitedly to them to share their news and tell them what they have been doing. They enjoy looking at books and listening to stories, pointing out familiar objects and naming characters.

Babies and younger children are supported to investigate and explore new textures and objects. They enjoy playing with squirty cream, squeezing it in their hands and pushing cars and trucks through it to make patterns. They use treasure baskets and play happily with natural materials, such as, pine cones, bark and cork. Children enjoy creative experiences, such as, painting, cutting and playing in the play dough. Older children use scissors with dexterity and name the squares and rectangles they have cut out, which they proudly show to staff. They play in the sand, adding water to dry sand to help them build and searching for the animals that have been hidden for them to find. However, some staff do not always extend this activity to encourage children to pour the water themselves or count the number of spoonfuls they are using to further enhance their progress. Children, who speak English as an additional language are valued and supported. Staff have made them their own books, which say 'hello, my name is' in their home language. Children learn about other cultures as they celebrate festivals and displays around the nursery show objects and icons from around the world. During their time within the nursery, children are helped to develop the skills required for their eventual move to school.

### **The contribution of the early years provision to the well-being of children**

A well-established and effective key person system helps to promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired or upset. Transitions through the nursery and when moving to school are supported well. Staff spend time getting to know every child before they move into the next room. They have settling-in periods for children to become familiar with their new surroundings and staff share information with each other, relating to each child's individual needs and abilities. The nursery works cohesively with the local schools and other settings that children attend to ensure that the transition between nursery and school is a positive experience for them.

Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Older children learn to become independent in managing their own personal needs, such as visiting the toilet, putting on their own coats and deciding if it is cold enough to wear hats and gloves. This helps them to learn the necessary skills to prepare them for school. Children enjoy healthy, home-cooked meals and snacks, such as, fish, pasta and roast dinners. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Mealtimes are sociable occasions as staff and children sit together around the table. Children's knowledge of healthy eating is further extended as they plant and grow vegetables, such

as, onions, potatoes and carrots, which they use to make carrot cake.

The premises are well resourced to provide children with an environment in which to learn and develop. It is not possible due to the layout of the building to have all activities in each room. However, staff have developed a routine whereby children spend time everyday on a rota basis in each area. This ensures that they are able to take part in activities, which cover all areas of learning on a daily basis. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. For example, when using scissors or the climbing frame. Children behave well and there are effective systems in place to support and encourage positive behaviour and self-esteem. For example, staff act as positive role models and give out lots of praise for all achievement no matter how small. Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. Children learn to adopt healthy lifestyles as they access outdoors in all weathers. Once outside, they use equipment to swing, slide, climb and balance to develop their large muscle skills.

### **The effectiveness of the leadership and management of the early years provision**

All staff are fully aware of their roles and responsibilities in protecting the children in their care. They understand the known signs and symptoms of abuse that they need to be aware of and the procedures to follow if they have any concerns. The manager has a good working knowledge of safeguarding procedures, which further ensures children's protection. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training. They then implement what they have learnt to make improvements within the nursery. Partnership with parents is good. Parents are valued and their views are sought through comments and suggestion slips. Information is shared with them regularly both on newsletters and through the internet. Parents are happy with the nursery and comments received are very positive. They say that children love it at the nursery and have come on leaps and bounds, especially with communication. They also comment that staff are very helpful, friendly and approachable and the outside area is brilliant. They also say staff communicate everyday about what children have done. However, some parents say that staff do not always share information on children's learning and development or the areas of learning, which they cover in activities. This does not ensure that parents are consistently informed about what their children are learning. Good partnerships with other professionals involved with the children helps them to reach their development goals.

There is a dedicated, friendly and caring senior management team in place. They are clearly able to identify the strengths and weaknesses of the nursery and are pro-active in implementing the changes necessary to sustain improvement. All required documentation is in place and correctly completed to ensure the safe and efficient management of the nursery. Equality of opportunity is well promoted and all children are welcome and

supported. Above all, children have fun in this nursery and the skills, which they learn, help to prepare them for school readiness and lay firm foundations for the future.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

Unique reference number	205440
Local authority	Worcestershire

<b>Inspection number</b>	818020
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Denise Hodgetts
<b>Date of previous inspection</b>	23/03/2011
<b>Telephone number</b>	01299 827025

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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