

The Kiddies Day Nursery

132 Chester Road South, Kidderminster, Worcestershire, DY10 1XE

Inspection date	19/08/2013
Previous inspection date	13/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy their time at this welcoming and friendly nursery. They make good progress in their learning and development and are supported by caring, experienced practitioners, who plan activities based on children's interests and play preferences.
- The key person system works well and children feel safe and secure. Partnerships with parents, carers and other professionals are effective and this ensures all children are included and their individual needs are met.
- Good attention is given to helping children to acquire communication and language skills and to support their physical, personal, social and emotional development. This helps them develop the skills needed to support their future learning.
- There is a good focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement; this helps them to develop many new skills and supports their enjoyment and well-being effectively.

It is not yet outstanding because

- Opportunities for parents to share their observations from home have yet to be fully embraced to ensure they can be more actively involved in their children's learning and development.
- The systems for monitoring the progress of children with special educational needs and/or disabilities have yet to be fully extended to ensure that gaps are narrowing effectively and their learning and development is fully extended.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces and children having their lunch time meal.
- The inspector spoke to the owner/manager, administration manager, practitioners and children during the inspection.
- The inspector held meetings with the owner/manager and the administration manager.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability and a range of policies and record keeping procedures.
- The inspector took account of the view of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

The Kiddies Day Nursery was registered in 1989 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large detached house in Kidderminster. The nursery is one of two owned and managed by a private provider. The nursery serves the local and surrounding areas and is accessible to all children. Children have access to enclosed play areas at the front, side and rear of the premises.

The nursery employs 12 members of staff, all of whom hold early years and/or playwork qualifications at level 3, this includes the owner/manager and administration manager. One member of staff holds Qualified Teacher Status.

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 53 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- build on the opportunities for parents to share information about their children's achievements at home to further involve them in their children's learning and development

- extend the system for monitoring children's progress that ensure gaps in attainment continue to narrow for groups of children, or individual children who may need additional support.

Inspection judgements

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

Children are happy and enjoy their time at this welcoming and friendly nursery. They make good progress in their learning and development and benefit from a wide range of

activities, which supports their learning in all areas. Toys and resources are easily accessible to all children, which encourages their independence and decision making skills as they select what they would like to play with. A strong focus is placed on promoting the prime areas of learning and this ensures children have a firm knowledge base from which they build on and learn new skills. Children are strong communicators and older children use language expressively. They ask questions, talk about their feelings and share their ideas with confidence. Children have good opportunities to learn about letters and sounds and practise writing their names. This helps to support their literacy skills. Practitioners recognise that close interactions are essential with babies and younger children to help build their confidence and support their emerging language skills. Children are helped to develop a love of books from an early age and they like to look at picture books, listen to stories and sing action songs. Practitioners emphasise words as they play with younger children, prompting them to say new words, such as tractor and car as they attempt to complete a puzzle.

Practitioners help children acquire the skills to become effective early learners. They recognise that each child is unique and that they learn in different ways and at a different pace. Practitioners listen carefully to what children say and reflect on their play preferences and interests. The quality of teaching is good. Practitioners ask children questions to help them make links in their learning and they give them time to think and respond. They engage children in play and give them praise and encouragement to help them achieve what they set out to do. Each child has their own 'Learning profile', which includes practitioner observations. Practitioners have a good knowledge of each child's learning and development needs. They use the information gained from their observations to effectively plan activities to help children move forward in their learning. Learning profiles are available to parents and provide them with an overview of their child's progress and development. There is scope to enhance the opportunities for parents to share information about their child's achievements at home, to further involve them in their learning and development.

All children benefit greatly from the strong focus on play and learning in the outdoor environment. Children show enthusiasm and excitement during outdoor play. They take part in a wide range of activities and experiences and like to make up their own games and ride on bikes. Children are encouraged and supported to enhance their physical skills, while playing in a safe way as they climb, crawl, run and practise their balancing skills. In their playroom, babies and younger children have space to crawl and roll around and they can pull themselves to a standing position using the ballet bar. Every opportunity is taken to foster children's mathematical skills with resources, such as, dominoes, skittles and hopscotch games. Older children play counting and matching games and learn to recognise numbers. Younger children enjoy playing with shape sorters and stacking cups. They acknowledge their own achievements by clapping and smiling and holding their hands up saying 'Ta dah'. All children explore volume and capacity as they fill and empty containers while playing in sand and water. Practitioners talk to children about shape names, colour and size as they play. Children complete a range of puzzles depending on their ability and build using a wide range of construction bricks. All children in the nursery are encouraged to develop their expressive art and design skills. Children take part in a wide range of creative play and explore different painting techniques. They take part in role play and dressing-up. Children explore materials, such as gravel and mud, they

manipulate dough and enjoy cutting and sticking activities and make marks using shaving foam and gloop.

Children's understanding of the world is fostered very effectively. They learn about different festivals and celebrations throughout the year, such as American Independence Day. The nursery places a strong focus on recycling and protecting the environment and they have achieved the Eco-Schools Green Flag award. They become aware of items that can be recycled and are involved in fund raising activities for a number of charities. Children are involved in planting and growing activities and enjoy eating their harvested food, such as, strawberries, potatoes and runner beans. Children use a wide range of electronic and programmable toys to promote their understanding of technology. Babies like to play with toys, where they can press buttons and make a noise. They also use their senses as they investigate the contents of their treasure baskets, feeling a range of materials and different objects. Overall, children attending the nursery quickly grow in confidence and are supported well to acquire the skills and capacity to develop and learn and be ready for the next stages in their learning.

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

Children benefit from being cared for in this friendly, child-centred nursery, where their well-being is prioritised. Children receive good levels of care from a strong and established team, who have a lovely rapport with children. This results in children who are secure, happy and confident to express themselves. Practitioners work very closely with parents during the settling-in period to gain an insight into their child's unique characteristics, skills and abilities. Time is taken to ensure information is gathered with regard to each child's individual needs and care routines. Practitioners use an 'All about me' form to ensure these needs continue to be met when children start at the nursery. Transition arrangements are given good consideration when children move rooms within the nursery, or leave the nursery to go on to school. Information is shared to ensure continuity of care and learning. The successful implementation of the key person system ensures that all children form secure emotional attachments and develop confidence while at the nursery. Practitioners give children reassuring cuddles and smiles, when they get upset or are tired. This helps children feel safe and develop a sense of belonging.

Children's health and dietary needs are met effectively. The nursery has achieved the Gold Award for 'Promoting Health in Early Years Settings'. As a result, healthy eating is a priority and children are provided with nutritious, well-balanced meals, which are cooked on the premises each day. Lunchtimes are very sociable occasions and children are keen to eat their fish pie and vegetables. Practitioners help children to think about healthy foods and children know that eating vegetables and fruit makes them 'big and strong'. Children's safety is given good consideration. Sleep arrangements for children are well managed and they are monitored closely during sleep times to ensure their safety and comfort. Practitioners have a good understanding of the care needs of individual children and parents' preferences. Children are competent in managing their own personal needs and even the youngest children learn about washing their hands before eating. Partnerships with parents work well to support children's ongoing care needs. Information is exchanged

each day and this ensures parents are informed about their child's daily routines and well-being.

Children's welfare is promoted well and they benefit from good levels of supervision and attention. Children benefit from their time spent outdoors, this promotes their health and well-being very effectively. The outdoor play spaces are well organised to make sure children of all ages can play safely and at their own pace. Children learn how to keep themselves safe. They know how to use space and resources safely and are involved in the fire drill practice. Children's personal, social and emotional development is fostered effectively. Children get on well together and their behaviour is very good. Practitioners are sensitive in their approach and speak to children respectfully at all times. Children learn about using 'kind hands' and the sand timer helps children to learning about sharing and taking turns. Good social skills are reinforced with children particularly during snack and meal times with gentle reminders about using good manners.

Inclusion is given good attention and every child and their family is warmly welcomed. The nursery has developed links with other agencies and professionals, who provide support with their specialist knowledge and skills. This enables the successful inclusion of children with any special educational needs and/or disabilities to ensure they have the necessary support to help them achieve well. Children and families with English as an additional language are supported effectively. A member of staff is bi-lingual and the nursery records key words in a child's own language to help support their well-being and promote their communication skills.

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

Leadership and management of the nursery is good. They are fully committed to improvement and the owner/manager continually reflects on practice to further enhance the provision. The system for sharing information with parents about the Early Years Foundation Stage has been reviewed, as have the progress reports for parents informing them about their children's learning and development. Partnerships with parents, carers and all partners involved in children's care help promote inclusive practice and ensure children make good progress in their learning and development. The setting uses guidance and frameworks to support specific aspects of children's learning, such as 'Every Child a Talker'. The owner/manager has good systems in place to monitor the effectiveness of the educational programmes and works with practitioners to analyse the quality of teaching, planning and the progress children make. However, there is scope to extend the monitoring arrangements for different groups of children in the nursery identified as being in need of support, to ensure the gaps in their progress continue to narrow.

Safeguarding children is given good attention and all practitioners demonstrate a secure understanding of the procedures to follow should they have any concerns about a child in their care. They understand and describe their responsibility to escalate any child protection concerns, or allegations by following the safeguarding procedures. Children's welfare is enhanced by the robust and consistent implementation of policies and

procedures that ensure the safe and efficient management of the provision. This includes robust procedures for recruitment, vetting and assessing the suitability of practitioners and all other staff. Thorough induction procedures are in place to help new practitioners be confident and able to implement the setting's policies and procedures effectively. The arrangements for supervision, appraisals and practitioners' professional development are well considered.

Children's safety and well-being are given good consideration. Effective practitioner deployment ensures that children are well supervised and supported. Practitioners are vigilant and give good attention to daily routines and safety checks. Children's hours of attendance are carefully monitored at the nursery. Effective procedures are in place to record any accidents involving children, or any medication administered.

The nursery recognises the importance of smooth transition arrangements for children to ensure their individual needs are fully supported. They support children when they move on to their next phase in learning by inviting teachers from local schools into the nursery. Parents' views are valued and sought through ongoing discussions, together with forms available in the reception area if parents wish to record any compliments or raise concerns. It is clear from discussions with parents and carers during the inspection that they fully appreciate what this setting achieves for their children. They speak positively about the nursery, the progress their children make and they value the detailed daily feedback provided by practitioners in the baby room. Parents are well informed about the provision and receive a good level of information from the outset. This includes regular newsletters and information displayed on the noticeboards. Children enjoy attending this welcoming nursery, where they develop positive relationships with their peers and develop the underpinning skills needed for their future success as they move on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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	205441
Local authority	Worcestershire
Inspection number	909875
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	53
Name of provider	Denise Belinda Hodgetts
Date of previous inspection	13/12/2011
Telephone number	01562 67701

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Type of provision

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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, which are usually the childminder's 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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