

Koala Kidz Ltd

Stanton Farm Day Nursery, Ely Road, Waterbeach, CAMBRIDGE, Cambridgeshire, CB25 9NN

Inspection date	04/09/2013
Previous inspection date	01/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 physical development and understanding of the natural world is fostered well. This is because staff provide a stimulating outside space where children are free to investigate and have fun.
- Staff understand how children learn through play. They are skilled at intervening when necessary and promoting children's critical thinking by questioning and making good suggestions to extend learning.
- Older children enjoy clearing away, washing-up lunch plates and sweeping the floor after lunch. This teaches children to be independent and learn self-help skills according to their age and stage of development.
- The key person system effectively supports children's personal, social and emotional development. As a consequence, the strong attachments formed, help children feel confident and secure at nursery.

It is not yet outstanding because

- There is scope to enhance opportunities for older children to use resources involving information and communication technology to support their rapidly developing skills for their future learning.
- The stimulating organisation of the inside spaces and presentation of resources does not always maximise children's independence so they can follow their own interests or concentrate on activities.

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 in all areas of the nursery and outside spaces.
- The inspector held a meeting with the manager and registered provider and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and deputy manager took part in a joint observation.
- The inspector took into account the views of parents recorded in various documents.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Koala Kidz at Stanton Farm Day Nursery is one of two day nurseries in Cambridgeshire owned by Koala Kidz Ltd. It operates from purpose-built, single-storey premises located in a rural area adjacent to the A10 near Waterbeach, Cambridgeshire. There is access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 22 children on roll. Children attend for a variety of sessions. The nursery supports a small number of children who speak English as an additional language. The nursery opens five days a week all year round from 7.30am to 6pm, with the exception of public holidays. The nursery provides funded early education for three- and four-year-old children. Six members of staff work with the children, five of whom have early years qualifications. The setting is a member of the National Day Nurseries Association and the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- develop further opportunities for older children to engage in using resources for information communication technology to enhance their learning and development
- review and re-organise resources and the layout of inside space so that children are better encouraged to access their own play things and concentrate on activities.

Inspection judgements

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

Staff have a good understanding of how children learn through play. They provide exciting activities where children are encouraged to be active and follow their own interests. This is particularly evident in the outside spaces where children have the freedom to explore and investigate their surroundings. Children thoroughly enjoy playing in the mud kitchen. They fill and empty containers, decide how to move soil from place to place and, by trial and error, learn to solve problems independently. They are also learning about weights and measures, which promotes their mathematical development well. Staff interactions with children are good and they use every opportunity to extend children's learning. In the orchard, they sit, skilfully telling stories to children, who listen carefully and eagerly anticipate the ending of the made up tales. Children's communication is promoted further as they are invited to share their own invented stories about foxes and rabbits. This not

only promotes children's confidence and self-esteem but also encourages them to be creative and extend their use of vocabulary. Staff learn key words in children's home language to support those learning English as an additional language and recognise the importance of children being able to convey their wants and needs. As a consequence, children are confident talkers. The availability of meaningful text in the environment and plenty of books to interest children promotes their literacy skills well. Staff also provide opportunities for children to practise early writing and they make marks in trays of salt, wet sand or shaving foam. They competently intervene, encouraging older children to write the initial letter of their names or draw different shapes, naming each one as they do so. This helps children gain skills needed for their next stage in learning, including school.

There are good procedures in place to enable staff to get to know children and this includes home visits before children start at the nursery. These important meetings provide staff with opportunities to gain as much information from parents about children's abilities and likes and to plan any support needed to promote good development and progress. Parents continue to be informed about children's progress and involved in their learning during meetings, discussions and written summaries. Staff use this information effectively and together with their own assessments of children's development, plan stimulating activities for each child. Staff, generally, give good consideration for children to have experiences across the seven areas of learning. However, sometimes, opportunities to use resources and activities to enable older children to investigate and learn about using information and communication technology are not as frequent as possible. This means their progress in this area is not always as effective as in other areas. Nevertheless, children are making good progress towards their early learning goals and enjoying their time at nursery.

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

Children feel confident and secure at nursery because staff are skilled at quickly forming strong bonds with parents. As a result, staff are well-informed about children's care needs. Children are largely independent and move around the nursery, following their own interests. They approach staff readily for a cuddle and especially enjoy the company of their key person. Children's behaviour is good because staff offer consistent support and act as good role models. They are attentive to children's safety, especially when outside in summer where they ensure children's activities take place in the shade. Good staffing ratios ensure children are well-supervised at all times. A particular strength of the nursery is the outside space where children benefit from a natural environment. They can ride bikes around the paths, climb small trees, play with water and observe the wildlife. These good opportunities enable children to learn about risk and how to keep themselves and others safe while they are having fun. Staff encourage children to be outside as much as possible and in this way they are learning the importance of physical exercise and fresh air. Staff extend children's learning about good health and nutritious foods by growing vegetables and picking apples ready to be prepared for their lunch. During mealtimes staff discuss healthy foods and this teaches children about good diet. Children pour their own drinks and help wash plates and tidy away when they have finished. This promotes good independence skills. The nursery is well-resourced with plenty of activities to interest

children, which promotes their learning. However, occasionally, there are times when the layout and organisation of rooms does not always maximise children's engagement and concentration on activities.

Staff ensure children are well-prepared for changes in their lives, such as starting at nursery or when they are old enough, moving on to school. Gradual settling-in procedures are used effectively to support younger children, while activities and visits from new teachers helps older children develop confidence before going to school.

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

The management team have a good understanding of their responsibilities. They use self-evaluation successfully to develop plans for the future that will benefit all children over time. This includes improvements to staff induction procedures and the ongoing development plans to further enhance a part of the garden so that children can experience forest activities. The manager monitors children's development and ensures educational programmes have a positive effect on their progress towards the early learning goals. Children requiring support are quickly identified and appropriate strategies put in place to aid learning and development.

Good recruitment procedures are in place, which includes background checks and induction procedures. Professional management systems are used effectively and mean that staff are supported and remain suitable for the role. Staff attend training whenever possible and use their learning to better inform practice and developments at the nursery. Staff have a good understanding of safeguarding procedures and can identify and report concerns they may have about children in their care. Policies and procedures and risk assessments are in place to support their work and are reviewed and updated on a regular basis.

Partnerships with other professionals and providers are good and ensure children receive the support they need. Partnerships with parents are strong. Their positive comments about the nursery and staff are included in children's learning journeys and other documents. They especially appreciate how well key staff know their children. Their appreciation is also shown by the contribution they make to enhancing the outside spaces by helping to build shelters and dens.

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	EY261361
Local authority	Cambridgeshire
Inspection number	909553
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	22
Name of provider	Koala-Kidz Ltd
Date of previous inspection	01/06/2011
Telephone number	01223 860263

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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, 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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