

Koala Kidz Ltd

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

Inspection date	26/11/2013
Previous inspection date	04/09/2013

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

- Teaching is good because the staff team fully understand each child's different learning styles and they promote their learning through providing activities that are linked to their interests. As a result children make swift progress from their initial starting points.
- The effective partnership between the nursery staff and children's parents ensures that their individual needs are met effectively and that the children receive a consistent approach to their care and learning.
- Children are kept safe because the manager and staff have a secure understanding of safeguarding and risk assessment. This results in, the provision of a safe and secure environment for the children, where they develop positive relationships with the staff.

It is not yet outstanding because

- The opportunities for children to learn about taking risks during their activities have not been fully maximised.
- The opportunities for children to explore the outside learning environment have not been 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 in the two playrooms and in the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the registered person, the manager and the deputy manager and with two members of staff.
- The inspector spoke with the children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children and discussed the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Melanie Eastwell

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. The nursery opens five days a week all year round from 7.30am to 6pm, with the exception of public holidays. Children attend for a variety of sessions and have access to enclosed outdoor play areas.

There are currently 24 children in the early years age range on roll. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children for whom English is an additional language. There are currently six staff working directly with the children, four of whom have early years qualifications at level 3 and 4. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend the already good opportunities for children to explore natural materials and to develop their understanding of risk, for example, by providing tools and natural resources for children to use for their own purpose
- expand the already effective opportunities for children to explore the outside learning environment, for example, by offering activities that give children contact with weather, seasons and the natural world.

Inspection judgements

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

Children benefit from time spent with the attentive staff team in this nursery. The staff provide a good range of activities that are carefully planned for the children, both as individuals and as a group. They know the children very well and show a genuine interest in what they are doing. The children thoroughly enjoy the positive teaching from the staff during their activities and this actively promotes their learning. For example, during outside activities children are encouraged to explore the mud kitchen and ice they find on the puddles. They scoop up the mud into containers and proceed to 'cook' it using the kitchen equipment that is provided. The staff allow them to explore freely and enquire about what they are preparing. They crouch down to the child's level and get fully involved in the child's conversation. This helps to extend the children's vocabulary and

confidence in speaking. Children exploring the ice are keen to show the staff what they have found. The staff respond in an enthusiastic way and proceed to talk to them about what they think the ice is made of, and what they think will happen if it gets warm. The children demonstrate their confidence to approach the staff because they receive such a warm and positive response. There is scope however, to expand on the children's experiences of outdoor play. For example, through activities that allow children to experience the weather, seasons and the natural world. Babies and toddlers become excited when the staff sit with them for a singing session. The babies bounce up and down on the staff member's laps with excitement as the staff sing and babies sitting on the floor move back and forth in time to the tune. The staff are skilled in their teaching and engagement of the children in activities they enjoy because they know them very well.

Each child's parents are fully involved in their child's learning at the nursery. The staff seek their input from the start about their child's interests and progress at home and this is used alongside the initial observations to identify their unique starting points. Parents are asked regularly for further information from home, which is used to inform the planning of activities for their child. This effective partnership means that parents know what their child is doing at nursery and this contributes to a consistent approach in their care and learning. The staff plan for children's learning in an effective way. For example, the planning is directly informed by the previous observations made, information from parents, and the child's interests. As a result, this ensures that each child receives a tailor made learning experience that is well-supported by the capable teaching input from the staff. Children who are aged two years have a summative assessment, recorded by their key person, of the progress they are making across the areas of learning. Children who speak English as an additional language are well-supported because the nursery staff work closely with their parents. They are encouraged to share translations of key words and phrases and these are displayed in the nursery rooms. The staff endeavour to say hello and goodbye to the children in their home language, and all parents are asked to provide photographs of family members for the children to look at during the day. This close working supports children to feel secure and to develop a sense of belonging in the nursery.

All children are making good progress towards the early learning goals. Babies, toddlers and pre-school children are very well-supported in their personal, social and emotional development. For example, the children in each nursery room can see each other through the large viewing panels. Brothers and sisters are encouraged to visit each other in their respective rooms. They are confident to ask the staff if they can go, and enjoy spending time with each other before returning to their own room. The staff's positive interactions with the children ably support them to be able to think of others, to share and to work together cooperatively. Children's independence is encouraged. They know where their coats and outdoor shoes are and they make enthusiastic efforts to get themselves ready to go outside to play. Older children enjoy serving their own food at lunchtime and clear their own plates away. They are developing an interest in numbers through songs and counting activities. They thoroughly enjoy listening to stories and freely choose books of poetry and rhymes that the staff are eager to look at with them. The secure partnerships with parents and the wide range of experiences they are offered has a positive impact on

their preparation for their eventual move on to school.

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

Children clearly demonstrate that they feel safe and secure in the nursery. For example, babies climb onto the staff's laps for cuddles and comfort and they readily settle to sleep at rest time. Older children are confident to initiate conversations with the staff and to ask for items they want in order to enhance their games. The staff team ensure that they spend plenty of time directly with the children during their play, and this promotes their developing relationships. The key person for each child knows them well and works closely to support them to have a successful settling-in period when they start attending. This is managed on an individual basis for each child and their parents. Any future changes to how children's needs are addressed are always decided upon in partnership with the children's parents. This is recognised particularly in the baby room, around sleep times and weaning, for example. The nursery is well-organised when children are preparing to move up to the next room. The rooms are divided to allow the groups of children of different ages to have their individual needs met. For example, a separate area is set up for younger babies and the younger children in the pre-school room. Children are confident to spend time visiting their new room because they get to know all the staff and can see clearly between the rooms through the viewing panels. The key persons work together to share information and this promotes a smooth transition for the child. The nursery has links with the local school and works with them to support children when the time comes for them to move on.

Children behave very well because they are provided with a good range of activities that are interesting to them and that provide appropriate challenge. The staff are attentive to the children and they understand when to step in to remind them gently of the expectations for behaviour, such as sharing and taking turns. Children are developing an understanding of the possible risks in their play. For example, when they climb on the low branches of the trees in the nursery garden they are encouraged to think about what might happen. There is scope, however, to extend this awareness of risk through further opportunities to explore different tools and materials, such as wood. The children attending enjoy making use of the wide range of resources that cover the seven areas of learning. They are actively encouraged to select their own items from the low-level boxes and units and to move items around to enhance their play. Children in the baby room are able to rummage around in the low-level boxes to select the items they want to explore. This autonomy of choice significantly promotes children's emerging independence.

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

Safeguarding meets the requirements of the Early Years Foundation Stage. Effective procedures are in place for the recruitment of suitable members of staff. The designated person for safeguarding demonstrates a secure understanding of the role, and the staff team are clear about their responsibilities in relation to safeguarding. Risk assessments

are in place that underpin the staff's daily activity. Children's safety is promoted well because the staff ensure that they are well-supervised, and they take steps to reduce any hazards. The premises are secure and all visitors are greeted at the gate before having access to the nursery. The effective partnership working with parents, other providers of the Early Years Foundation Stage and with other agencies who may be involved with the children contributes to each child's needs being met.

The manager and the staff team are very experienced and capable people. The good level of qualified staff and their knowledge of how to engage with and teach the children, through high quality interactions with their play promotes children's good progress in their learning. The manager monitors the planning of activities and the assessment of each child's learning. The staff attend regular team meetings where they share ideas for activities and how to continue to enhance the experiences they provide for the children. This ensures that in-house training and attendance on training courses is well-targeted. The nursery manager and staff team have a culture of reviewing and reflecting upon their practice and they are keen to continue to develop the service they provide for the children in their care. The nursery demonstrates a good capacity for continuous improvement. For example, they value the support offered from the local authority, they have taken positive action on the recommendations made at the previous inspection and they have identified plans for their future development. The commitment of the whole staff team to providing children with a safe, welcoming and interesting environment contributes to children's feelings of belonging and well-being in the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	944423
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	Koala-Kidz Ltd
Date of previous inspection	04/09/2013
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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