

Kiddies Corner Day Care

70 Stanley Road, Herne Bay, CT6 5SJ

Inspection date

Previous inspection date

10/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Well developed partnerships with parents and outside agencies ensures that children's individual needs are identified and swiftly addressed through a targeted approach.
- The key person system is implemented well to promote children's feeling of security and confidence.
- Children have good opportunities to play with a range of different resources and activities both indoors and outside.
- The leadership and management have a range of expertise, including the role of accredited Special Educational Needs Coordinator, to provide good role models for staff and children.

It is not yet outstanding because

- The environment is not fully established to encourage children to interact with their environment, through the use of interest tables, labelling and a cosy book area. Routines for snack and lunch times need to be further developed to promote children's independence and learning opportunities.

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 spent the majority of the inspection observing the interaction between the staff and the children.
- The inspector obtained the views from seven parents through discussion on the day of the inspection.
- Documentation was reviewed, including safeguarding procedures and children's developmental records.
- Joint observations were carried out with one of the owners.

Inspector

Jane Wakelen

Full report

Information about the setting

Kiddies Corner Day Care was registered in 2013. It is one of two privately owned nurseries and operates from four rooms situated on two levels, in a converted building in Herne Bay, Kent. The nursery provides part time, full time care and holiday care. It is opened each weekday from 8am to 6pm, for 50 weeks of the year. All children have access to an enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 45 children on roll in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age. The provision employs eleven members of staff, two of whom are the owners. Currently, 10 members of staff hold an appropriate early years qualification, with both owners holding a Foundation Degree in Early Years.

What the setting needs to do to improve further

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

- develop the learning environment through the use of labelling, books and interests tables to support children's involvement and awareness of their environment
- improve snack and lunch times to provide greater learning opportunities and personal independence.

Inspection judgements

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

Children make good progress in their learning and development because staff have a good understanding of the Statutory framework for the Early Years Foundation Stage. Staff provide a good range of interesting resources and challenging activities both indoors and outside. They skilfully observe children and accurately assess their learning. This information is used to inform the planning for further activities. Learning journals reflect the observations carried out and are supported by photographs. Children's speech and language is highlighted throughout the journal to help with the monitoring of communication and language. In addition, parents are encouraged to contribute to the journals through written comments, pictures or photographs. Consequently, children's journals provide a good record of children's learning and development.

Staff listen to children's comments and views and use this alongside their observations to provide a good range of activities. Children lead their play as they select resources and then transport them to the different areas around the nursery. For example, some children

choose to fill shopping baskets and bags with kitchen role-play resources. They move these around the nursery, using them in different ways as they develop their learning. Other children develop their interests and imagination, through themes, such as pirates. They demonstrate enthusiasm when building an island with the bricks and talk about using a treasure map to find the treasure. They extend their own activities when they make a request to make a treasure chest to keep the treasure in and this is followed through, enabling children's imagination and creativity to be fully extended.

Staff give attention to children's communication and language, demonstrating their good understanding of the importance of this area. Staff have been involved with the 'Every child a talker' (ECAT) programme and utilise all opportunities to promote children's speech and language. They talk to the children, asking open-ended questions to encourage a response. They introduce new language to the children and give lots of eye contact to further support children. For those children that find speech difficult, signing is introduced alongside speech, to support their understanding. This helps to prevent children's frustration and promotes an inclusive environment. Pictorial aids and visual timelines are also used enabling children to sequence their day and alert staff to their needs and requests. Staff use large and small group activities to promote children's communication and encourage listening skills. For example, staff offer verbal clues to the children using initial letters of children's names to encourage children to identify letters and their sounds. Children's achievements are celebrated as a whole group through a 'Cool Kids' wow moment and given a round of applause from all the children. This helps children to value each other and develop pride in their own achievements.

Daily free flow from indoors to outdoors provides children with good opportunities to benefit from fresh air and exercise. Children access a wide range of different resources such as tricycles, milk crates and tyres to develop their large physical skills. Children dig in the soil or plant the herbs and flowers, using their physical skills whilst learning about the natural environment. Children enjoy watering the plants from the water tray or digging in the sand to fill and empty containers. Children demonstrate developing hand and eye coordination as they complete puzzles, use scissors with precision and hold a pencil in a tripod grip.

Staff provide a mark making area, which has recently been improved to provide various resources such as scissors, pencils, hole punch and rulers. Children enjoy making marks, with some children trying to form letters of their name. Others ask to make books understanding that print carries meaning. Children show an interest in books and written material such as magazines and will sit and look at them independently and alongside an adult. However, a book area to encourage sharing books with each other and adults is not yet developed.

Children have a good range of role-play resources to access and this area is used frequently. Children often dress up, many wanting to be a princess and then go off to explore the rest of the activities. Staff encourage children to use their imagination and creativity and help children extend their ideas. For example, when one child requests to make a flower; staff provide resources as requested by the child and provide support but allow the child to lead his activity. This often then escalates to other children, who then provide support to each other. Children enjoy exploring the paint using tools, such as

brushes to mix the colours and covering an assortment of resources, such as cardboard boxes.

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

The well-developed key person system provides children with a familiar adult with whom to bond with. The key people know their children and their families very well enabling them to plan for their specific needs. Children demonstrate a feeling of security and of feeling safe as they approach their key person for a cuddle or support. Some children are able to vocalise their needs and others use gestures or arm tugging to alert the adult to a particular request. Staff offer lots of praise and encouragement to the children, promoting their self-esteem and confidence. The celebration of children's achievements further enhances children's well-being. Children behave well, learning how to share the toys and take turns through use of the sand timer. Staff support children through minor disputes helping children learn how to handle disagreements. Children begin to learn the routines of the day and are beginning to help tidy away the toys, remembering where the different resources are placed.

Staff promote healthy lifestyles through daily exercise and fresh air. The majority of children choose to play outside all the time or at some point during the morning, accessing resources to suit their learning styles. Children receive a balanced diet through a planned menu of freshly cooked food and a range of healthy snacks, such as fresh fruit. All children's dietary needs are recorded alongside allergies to ensure the menu meets their individual requirements. Children pour their own milk or water at snack time and access their water bottles throughout the morning. Children's independence is encouraged in pouring their drinks and occasionally washing up after snack time. However, both snack time and lunch time routines do not fully encourage full independence or provide extended learning opportunities.

Staff have a good knowledge about keeping children safe and have good security measures in place. For example, no visitors can enter the nursery unless they ring the bell on the gate and use the intercom. Daily checklists are in place to ensure the environment is safe for children on arrival, both indoors and outside. In addition, full risk assessments are carried out and recorded to identify all the hazards within the environment. Staff have put in measures to keep children safe such as a stair gate across the top of the stairs, locks on cupboards that should not be opened by children and socket covers in place. Staff help children learn about keeping themselves safe such as giving gentle reminders when using the scissors or to sit on the chair properly in case it tips.

Children access a good range of stimulating resources and activities from around the room in low-level storage. The majority are easily accessible and staff allow children to transport them. Natural materials are used effectively, such as pebbles, logs and shells to enhance imaginative play or for other activities such as sorting. The staff have started to develop areas within the nursery but these are not fully established to encourage children to fully interact with their environment through exploration and investigation. Each member of staff now has an area to monitor to improve provision for children and extend the use of

books and interest tables within the environment.

Staff understand the importance of preparing children for their next move to school and establish good relationships with local schools. Teachers come to visit and invite the staff and children into the schools for special performances and to see the school. This helps make the next move more familiar and supports the settling-in sessions. Children are encouraged to self-register on arrival at nursery and recognise their name as they hang up their coat and bag. Staff ensure children can use the toilet independently and are able to cope at lunch time with their packed lunch or hot dinner. The transition is well supported by the staff, who work in partnership with the parents to support children's individual needs.

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

The leadership and management of the nursery is enthusiastic and committed to providing a warm, welcoming environment. They constantly monitor, evaluate and self-reflect on practice and the environment to improve opportunities for the children. All staff are valued and included in the decision making process through team meetings and general daily discussions. In addition, parents and the children are also included in sharing their views through regular discussion and questionnaires. This provides a positive, inclusive approach to self-evaluation. Consequently, effective development plans have been devised and implemented to promote continuous improvement.

Safeguarding is given high importance within the nursery. All staff attend training and implement the written policy effectively. They understand the process to follow if they have any concerns with children in their care and can access the necessary documentation. All staff have the safeguarding policy and the whistle blowing policy and re-visit these several times throughout the year during supervisions and team meetings. Well-developed systems are in place to ensure the suitability of staff, including the necessary checks and regular supervisions and appraisals. Staff regularly sign disclaimers to support the checking procedure providing further evidence of their suitability. All staff are encouraged to attend regular training courses and to develop their skills and knowledge.

The leadership and management team have a good understanding of their role and responsibilities regarding implementing the Early Years Foundation Stage. They have monitoring systems in place to ensure children are making good progress in their learning. For example, learning journeys are checked on a regular basis and information from these is fed into the on-line monitoring system to help analyse different groups of children. Parental questionnaires and general observation are all implemented to provide effective monitoring systems.

The staff work extremely well with parents, families and outside agencies. Staff value the parent's views and ensure that a good two-way flow of information is shared every day. Children's learning journals are freely available for parents to take home or look at and

they are encouraged to contribute to these. Parents spoken to were very happy with the care their children were receiving and felt the staff had a positive approach to meeting children's specific needs. All policies and procedures are accessible to the parents who also receive regular newsletters. Outside agencies are contacted if staff have a concern and provide effective, tailored support for those children who require it. The accredited Special Educational Needs Coordinator, the parents and outside agencies work well together to share information and consequently children are well supported.

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	EY468342
Local authority	Kent
Inspection number	934834
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	45
Name of provider	Nicola Payne & Nicola Wilson Partnership
Date of previous inspection	not applicable
Telephone number	07729206088

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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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