

The Kiddies Day Nursery

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

Inspection date	14/10/2013
Previous inspection date	19/08/2013

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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children form close and trusting bonds with their key persons seeking them out for reassurance and emotional security.
- Children are making good progress, as a result of the consistent teaching delivered by informed staff who plan effectively to promote individual children's learning and development.
- Children gain a strong sense of caring for their world as they engage in activities that promote eco-friendly practice and encourage parents to participate in the various recycling activities.

It is not yet good because

- Children's safety and welfare is not fully assured as there is limited awareness of safeguarding children in the broader context, particularly with regard to the use of photographs of children on the nursery website.
- Some information is not handled in a way that fully ensures children's privacy and confidentiality. This places children at risk.
- There is scope to extend the opportunities for children to experience playing in various weathers and situations to further develop their creativity.

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 during indoor activities.
- The inspector spoke to the owner/manager, administration manager, staff and children during the inspection.
- The inspector held meetings with the owner/manager and the administration manager.
- The inspector viewed the nursery website, examined children's assessment and admission records, planning documentation, evidence of staff suitability and a range of policies and procedures, including parental consents.

Inspector

Patricia Webb

Full Report

Information about the setting

The Kiddies Day Nursery was registered in 1989 and is 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. The nursery opens Monday to Friday, all year round, 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:

- Increase opportunities for children to access outdoor play and learning all year round in order to further promote their creativity in different situations, with a variety of resources, and in various weather conditions
- review and improve arrangements for safeguarding children by extending knowledge and understanding of the broader context of safeguarding, with particular regard to the accessibility of photographs used for promotional purposes on the nursery website
- review and improve the arrangements for protecting the privacy of children cared for to ensure that information relating to children is handled in a way that assures confidentiality.

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 in the well-planned environment. Staff have a good working knowledge of the learning and development requirements of the Early Years Foundation Stage and offer a wide range of experiences and activities that motivate and stimulate children's engagement. Staff discuss planning in broad terms and are skilled in recognising and adapting routines when spontaneous activity is more beneficial to individual children. This gives children the opportunity to be more autonomous in their play as they develop skills for independent learning. This is a valuable asset for their eventual move on to school, as the older children, in particular, organise their play and develop hierarchy within their groups.

Babies and young toddlers are effectively supported in achieving their developmental milestones. The use of the well-placed mirror and the 'ballet bar' encourages them to crawl actively as they find themselves in the mirror. They pull to standing and take their first steps moving along the bar and the low-level furniture. Staff observations note how effective this area in the baby suite is in promoting physical skills and children's self-identity. Staff use a tracking profile to indicate children's progress and find this a valuable tool in noting how each child achieves. They are also developing their skills in completing the progress check that is done for children aged two to three years. They also know the children well and identify particular skills and interests to promote learning and development. Older children are currently learning about their bodies and discuss their facial features. Mealtimes are used effectively to encourage discussions about healthy eating and how a balanced diet helps to build strong bodies. Planning includes smaller muscle development and dexterity as children hone their scissor skills using both right and left-handed scissors.

Children enjoy songs and rhymes as they join in with familiar repeated phrases. They have particular favourite stories which are known by staff and used to engage children's attention. They participate in the various aspects of hunting for the bear, or seeking the shark in the park. Older children, particularly girls, delight in imitating staff as they 'organise' their own story time and hold the book for their friends to see as they 'read' the story. Staff are aware of how swiftly some children memorise their favourite stories and use this in their teaching to reinforce sounds and letters. Staff are skilled in implementing national communication and language strategies, such as Every Child a Talker (ECaT). The lead member of staff for this shares ideas and teaching opportunities with staff regularly, such as extending children's vocabulary through effective questioning. Staff ask children to predict what may be for dessert at lunchtime and children develop their listening skills as they wait for each child to make a suggestion. Staff encourage this, recognising how this forms a key element of children's communication and language development. Good use is also made of pictures and signage round the setting to assist all children in communication, making choices and expressing their needs. This is particularly helpful for children with emerging language skills and those who speak English as an additional language.

Children develop their imagination through a range of play opportunities and staff skilfully weave in the learning opportunities. Some children prepare the pizza for tea in the role play area, donning their apron and using the toy microwave to cook the food. While the ironing is also done, staff encourage children's mathematical learning as they ask questions about matching the pairs of socks for ironing and discuss fractions as children cut the pizza into halves and quarters. Children dress-up as their favourite characters and superheroes as staff acknowledge the learning needs of all children, especially boys. There is scope to extend this more with regard to the use of the outdoor play area in different weathers, so that children can develop their creativity in different situations and with a variety of resources. The nursery operates as an eco-setting and children gain a very strong awareness of how to care for their environment. They recycle waste and involve parents actively in this as children remind parents about bringing in spent printer cartridges and discarded clothing.

Staff observe and assess children's progress effectively. Parents offer detailed information about their child's overall abilities and stages of development as they start. This is also used as children move through the nursery, as staff discuss each child with their next key person and review the child's tracking document. Staff are clear about how this supports planning for the next steps for each child and they are working towards extending the contribution parents make to this. Staff discuss children's progress on a daily basis and parents appreciate this approach. The nursery also works in close partnership with other agencies and professionals where a child may be identified as in need of additional support in order to reach their full potential.

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

Children's overall safety and well-being is not fully assured, as a result of the provider's weak knowledge and understanding of safeguarding in the broader context. This is with specific regard to the appropriateness of some of the content of the setting's website. However, in other regards children's safety is promoted to a satisfactory level. Children are gaining an awareness of their own safety as they move around the setting with care. Appropriate safety equipment and routines are in place to minimise hazards and accidents to children. All staff hold current first aid qualifications and any minor injuries are managed efficiently to ensure children's welfare and well-being. Children are supported in gaining independence in their own personal care and hygiene routines. Older children understand why hand washing is important in keeping healthy and have opportunities to exercise and be active outside as they use wheeled toys and climbing equipment with increasing skill. Budding footballers test out their prowess as goal scorers, using the large goal nets on the artificial turf.

Children's behaviour is managed well as staff offer praise and acknowledgement of their efforts. They build friendships with their peers and seek them out to join in their play. They develop skills for the next big steps in their lives as they learn to negotiate and take turns in their interaction with others. They are supported by staff in understanding the consequences of their actions on others. Parents of younger children are supported in coping with some behaviours that are indicative of children's ages and stages, such as biting. This helps to reassure parents that staff are diligent in their supervision as children

go through such stages and that the phase will pass.

Children relate positively to their familiar key persons, seeking them out for reassurance, particularly when visitors are present. Staff know the children's needs well and respond to the cues detailed by parents, such as rubbing eyes and becoming 'niggly' as they settle them off for sleep. The staff are positive role models for the children, praising good manners and politeness as children develop their social skills. Meal and snack times are enjoyed as social occasions as children engage in conversation about their day as well as the meals. Babies and toddlers sit together and are supported by staff as they develop their self-feeding skills. Children enjoy home-cooked meals, following a varied menu that takes account of their individual dietary needs and preferences. Some of the menus have been influenced by comments and views expressed by parents as the nursery seeks out their opinions in the drive for improvement.

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

This inspection was conducted as result of concerns raised with Ofsted relating to the nursery's approach to the use of children's photographs on their website. The inspector found that while there was no intention to post pictures, which could be open to misuse, the owner and her senior management team were unaware of the potential for misuse and removed some of the photograph albums immediately once this was discussed at the inspection. The management did seek parents' written consent for the use of photographs of children for various purposes, including their website. They have also acknowledged and respected the wishes of those parents and carers who declined. However, the management's limited awareness of the broader understanding of safeguarding children means that parents may not be fully informed of the potential dangers of such arrangements. This places children at risk.

In other respects, staff have a suitable understanding of child protection with regard to recognising known indicators of abuse and acting in a child's best interests where this may be deemed necessary. They have recently attended updated training in child protection and the senior staff and designated child protection officer who is the owner, are due to attend specific training for their role in safeguarding. Staff recruitment and selection procedures are in place to ensure that staff have the necessary qualifications, skills and attributes to enhance children's learning and development. All of the required procedures are followed for staff clearances and vetting processes. The owners have taken a conscious decision to employ staff with a minimum of level 3 qualifications, ensuring that teaching is of a good quality. Risk assessments are carried out daily with regard to identifying and minimizing hazards to children both on and off the premises.

Staff work well as a team to reflect on their practice and evaluate the impact on children's progress and attainment. They have reviewed the recommendations from the previous inspection and are working to provide more opportunities for parents to be actively involved in their children's progress. This includes encouraging parents to share some of their children's achievements from home and have these displayed in the care rooms. This celebrates the true partnership between home and the nursery, contributing to children's

overall learning and development. Currently, parents contribute verbally through the daily discussions with their children's key person. Parents appreciate the friendliness of the staff and the independence their children are gaining with particular regard to the preparation for their move to school. The nursery has developed effective partnerships with many of the feeder schools and other agencies who may be involved in a child's progress to ensure consistency of teaching and further support.

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	934900
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	19/08/2013
Telephone number	01562 67701

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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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