

Key Day Nursery

47-49 London Road, Chippenham, Wiltshire, SN15 3AJ



Inspection date	29 August 2017
Previous inspection date	2 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have a good understanding of how children learn. They plan a range of stimulating learning experiences, and children are keen to explore. All children make good progress from their initial starting points.
- The manager and staff are good role models for children. They teach children to use good manners, and to treat one another with respect. Children behave well. They know to share toys, be kind, and to listen to each other's views.
- Children who have special educational needs and/or disabilities receive very good support. The manager and staff work closely with a wide range of other professionals to ensure continuity in their care, and to support children's particular developmental needs.
- Partnerships with parents are good. The manager and staff share information with parents about children's learning and how this could be supported at home. Parents comment that they appreciate the care and learning their children receive.
- The manager and staff work closely as a team. They use effective evaluative systems to help identify strengths and areas for further development. They have addressed the recommendations from the last inspection and maintained children's good outcomes.

It is not yet outstanding because:

- At times, some staff are too enthusiastic to provide answers to questions that they ask before giving children the opportunity to think and find solutions for themselves.
- The manager does not use assessment information effectively to check on the progress of different groups of children, to target teaching and ensure any gaps in learning are closing.

What the setting needs to do to improve further

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

- allow children more time to share their own knowledge, think through their ideas and respond to questions they are asked, to maximise their learning
- make greater use of the ongoing monitoring of the progress that groups of children make, to precisely target teaching and help close any gaps in children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, staff suitability checks, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the manager and nursery owner.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedure to follow should they have a concern about a child's welfare. The manager follows rigorous recruitment, appraisal and induction procedures to help ensure all staff are suitable for their role. The manager monitors the quality of teaching and supports staff exceedingly well. For example, she provides them with regular one-to-one supervision, team meetings and mentoring to help them evaluate the impact of their teaching. The manager and staff are well qualified and experienced. They update their skills and knowledge through targeted professional development opportunities. For example, recent training on changes in child protection legislation has increased their knowledge and understanding of possible wider safeguarding issues.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children as they play. They then plan activities that are linked to children's individual needs, interests and abilities. Overall, staff support children's language skills effectively. For example, they model new words to older children, such as 'wilderness' and 'universe'. Younger children respond to, and repeat, some of the words and sounds they hear. Staff encourage children to play imaginatively. For instance, older children giggle as they become knights, bus drivers and space rangers. Younger children use pretend medical equipment to care for toy animals. Staff support all children to test out their early design skills. For example, older children build road blocks and assault courses with cardboard. Younger children make ripples and patterns with paint and with quill pens. All children enjoy listening to and joining in with stories, and books are readily available.

Personal development, behaviour and welfare are good

Children form strong emotional attachments with the staff who care for them. They learn how to keep themselves safe and they are confident to take risks relevant to their age. Children learn about the importance of a healthy lifestyle. For example, they are provided with a healthy snack and the older children develop their independence as they serve themselves. Younger children select their own resources and make decisions about their play. Children have regular opportunities to play outdoors. Older children learn how to pedal tricycles, while younger children thoroughly enjoy playing a game of chase. Children learn about their community and take part in local events. They learn about the festivals of different faiths and about the customs and beliefs of others.

Outcomes for children are good

Children develop many skills needed in readiness for the next stage in their learning, such as starting school. They are confident, inquisitive and sociable. Children develop their early mathematical skills well. They confidently use simple addition and subtraction, and they count, measure, and match items as they play. Older children write their names accurately and younger children learn the sounds that letters represent.

Setting details

Unique reference number	EY404365
Local authority	Wiltshire
Inspection number	1071231
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	61
Number of children on roll	47
Name of registered person	Ranu Ltd
Registered person unique reference number	RP905720
Date of previous inspection	2 July 2014
Telephone number	01249 653547

Key Day Nursery re-registered and changed ownership in 2009 and is located in Chippenham, Wiltshire. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications between level 2 and level 5. The nursery opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

