

# Kiddies Corner Nursery Limited

Inspection report for early years provision

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**Unique reference number**

EY269291

**Inspection date**

21/07/2009

**Inspector**

Pauline Pinnegar

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Kiddies Corner Nursery Limited registered in September 2003. The nursery operates from a large three-storey detached property, which has been extended and refurbished and is situated in the west end of Darlington. It serves the local community and surrounding areas. Children access eight activity rooms and enclosed outdoor play areas. The nursery also provides care before and after school, as well as full days during the school holidays.

The setting is registered to care for a maximum of 83 children under eight years old at any one time, all of whom may be in the early years age range. There are currently 74 children attending in this age group. The setting also offers care to children aged over five to 11 years old. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The nursery opens five days a week, all year round, excluding bank holidays. Sessions are from 7.30am until 6pm.

There are two directors and 21 members of childcare staff, of whom all except one member of staff hold appropriate early years qualifications to at least National Vocational Qualification Level 2. Children attend for a variety of sessions. The setting supports children with special educational needs or disabilities, and children who speak English as an additional language.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children enjoy a happy, welcoming environment, in which their welfare and learning are effectively promoted. A wide range of activities and experiences are available enabling children to make good progress in their learning and development. Children clearly enjoy their time in the nursery and effective arrangements are in place to keep them safe and healthy. As a result, children are confident and motivated to learn. Inclusive practice is well-promoted for all children in the setting and effective links with parents helps to ensure consistency in care and education. The setting is proactive in reflecting on their practice and those in charge have strong aspirations for quality, which is evident through ongoing improvements.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop relationships with other settings children attend, so that information is shared to provide continuity and coherence
- continue to develop observations and assessments of each child's next steps and learning priorities
- continue to develop the resources which reflect positive images of diversity.

## **The leadership and management of the early years provision**

The success of the nursery is underpinned by effective leadership and management, and a commitment to providing high quality care for children. The nursery maintains comprehensive policies, procedures and records to support the safe and effective management of the provision and to safeguard children. For example, all staff receive child protection training, and are clear of the procedures to follow if they are concerned about a child in their care. Extensive risk assessments are carried out and recorded effectively, daily records are accurately maintained and all policies and procedures are read and agreed by staff and parents. Robust recruitment and vetting procedures and continued professional development support the high motivation of staff, ensuring children are cared for by enthusiastic, well qualified adults.

Recommendations from the last inspection have been met successfully. The quality of children's care, learning and development is increased by the ongoing reflection and self-evaluation by the management and staff. The opinions of staff, parents and others are listened to and acted upon. For example, parents complete extensive questionnaires. Other professionals regularly meet with the senior management and staff to ensure a high level of consistency of care. As a result, the setting has a strong focus in bringing about sustained improvement. The nursery is committed to providing a fully inclusive provision that successfully meets the needs of all children. Children with special education needs or disabilities are fully involved as staff seek advice, support and welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive.

Parents receive good information about the provision and their children's care and learning. They report that they find staff very approachable, and are very pleased with the standard of care and education provided. Staff work closely with parents to ensure they understand and meet children's individual needs. For example, potty training is undertaken with the full cooperation of home and nursery, so that children have a consistent approach to their care. For children whose first language is not English, there is a good focus on supporting their ability to understand what is going on around them and to help them interact with others. This results in children feeling included and rapidly acquiring a competent use of English. Transition between the rooms in the nursery is done gradually and with the support of the child's key person. This helps children to settle well and, as a result, children remain happy and confident in all rooms. Further transitional arrangements are being developed to aid the move into school. However, systems are not clearly developed for children who also attend other early years provisions to assist in the consistency of their learning and development.

## **The quality and standards of the early years provision**

Children are making good progress and show a positive attitude to learning. They are happy, confident and settled in a setting that is well-equipped, safe and secure. The setting is rich in conversation with children supported to relate experiences and express opinions. Interactions are good and all children benefit

from caring, warm staff. The use of encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group. For example, children are encouraged to use good manners, they actively share and they assist each other. Children all access an age-appropriate, child-centred learning environment which provides opportunities to follow their own interests, with staff support available when needed. Low-level storage and easily moveable resources promote early independence and self-selection. In baby rooms, many activities take place on the floor or low tables, which encourages children to explore what is available, practising their emerging physical skills at the same time. They enjoy stories, sitting comfortably with staff, or begin to enact what they see around them in simple role play. Toddlers' favourite book is currently the 'Bear Hunt' and they delight in listening to the story. Children recently celebrated their love of books further by celebrating 'World Book Day'. As the children grow and develop, more challenging activities are provided. Babies and toddlers explore their senses using 'treasure baskets' with a range of natural and man-made materials. When children move upstairs they have more opportunities to choose the activities, while staff still ensure that all areas of learning are offered. Resources include smaller pieces which children use to build and construct and their mark-making skills develop to writing their names and pretending to make 'shopping lists'. Numbers begin to have meaning and within an environment with lots of visual numerals they learn to recognise and understand what individual digits are. Children have good access to information and communication technology resources and confidently use cameras to record their activities.

Staff have a very good understanding of the Early Years Foundation Stage learning and development requirements and use this knowledge well to ensure children make good progress towards the early learning goals. An effective key person system is in place; therefore, staff know children very well and are fully aware of their interests and individual needs. Children's learning journey files clearly evidence their good progress and staff ensure these are updated regularly from their observations. However, documentation does not consistently identify children's next steps and learning priorities. Children are confident, increasingly articulate and, at times, very curious. Pre-school children love to access books independently and particularly enjoy 'story-sacks'. They use their imaginations very well in role play and love to dress up and convert the role play area into an 'ice cream parlour' and a 'dinosaur museum'. Children explore problem solving as they complete jigsaws and as they take part in baking activities, weighing and measuring the ingredients. They explore aspects of floating and sinking through water play. Children explore creatively with a range of media such as paint, dough and collage. Babies and toddlers have opportunities to explore their senses using porridge oats and when body painting.

Effective use is made of the outdoor play area so that most children have opportunities to be outside at least twice every day and when the weather does not permit they use the soft play facility indoors. Staff are in the process of developing what is provided outdoors so that children have a full range of learning experiences and have recently been awarded grant funding to assist in improving the range of resources. Children enjoy being active, from their early experiences using wheeled toys and climbing on large play equipment. Experiences, such as

growing plants from seed and visits to the local farm, help children to learn about the wider world. Children adopted 'Dylan the rabbit' following a visit to the farm. Further activities, such as introducing children to customs and celebrations from other countries, teach children about the wider world. However, resources which reflect positive images of diversity are not always easily accessible throughout the nursery. Children learn to follow good hygiene practices as these are both encouraged and role modelled by staff. They enjoy and recognise foods that are good for them and through regular meals and snacks their nutritional needs are well met. Pre-school children also enjoy playing the 'hungry gorilla' game, learning about food which is good for you. Children learn to keep themselves safe; for example, they know how to line up at the door and how to walk up and down stairs with care. Visitors, such as road crossing patrol attendants and fire officers, help children to understand health and safety in a wider context. Overall, the range of experiences provided for children in all areas of the nursery ensures their welfare is promoted and that they develop the skills needed for their future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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