

# Country Kids Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY251062

**Inspection date**

27/01/2012

**Inspector**

Dianne Andrews

**Setting address**

House on Hill, Offoxey Road, BISHOPS WOOD, Staffs, ST19  
9AP

**Telephone number**

01785 840372

**Email**

**Type of setting**

Childcare - Non-Domestic

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Country Kids Day Nursery is a privately owned provision and opened in 2003 under its present ownership. It operates from three classrooms in a self-contained extension to a private house, which is located in Bishops Wood on the Shropshire/Staffordshire border. There is an enclosed outdoor play area. The nursery serves the local and surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for up to 42 children. There are currently 38 children on roll in the early years age range. Children attend for a variety of sessions. The nursery supports children with special educational needs and those children who speak English as an additional language. The nursery is open from 7.30am to 6.00pm Monday to Friday for 50 weeks of the year. There are seven members of staff, five of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure, happy and make good progress towards the early learning goals. Staff show a clear understanding of the Early Years Foundation Stage and how children learn, although some systems are in their infancy to support the education programme. They successfully develop a provision that is responsive to individual children's needs and abilities. Children's welfare needs are met well in the majority of areas. The setting works effectively with parents and carers and links with other professionals involved in children's care are proactively developed to ensure consistency. There are clear aspirations for developing the quality of the setting to drive and maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum, with particular regard to the maintenance of resources (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).

10/02/2012

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

- develop further systems that provide a summary of the youngest children's achievements to ensure their progression

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

Children are safeguarded and well protected in the setting: staff have designated roles and responsibilities in relation to safeguarding children and key staff take part in training to refresh or develop their understanding in this area. The recruitment and vetting arrangements are effective to ensure that all adults who have unsupervised contact with children are suitable.

The management and deployment of staff are well organised and monitored to ensure staffing levels meet requirements within the nursery and are effective in meeting the needs of the children. Staff are supported to assess ongoing skills, to identify good practice and highlight any training needs in order to promote the best outcomes for children.

Risk assessments are carried out and include daily check lists for all areas of the setting, for instance, the outdoor areas are checked for safety each day before children use them. However, the risk assessment is not fully effective as, although some broken toys and equipment have been discarded recently, there are still some which remain and are a potential hazard to children. Children's good health is promoted well as they enjoy home cooked meals, which are planned to meet their nutritional needs. Regular use of the outdoor environment is encouraged so that children can benefit from an active lifestyle and can make the most of the rural aspect of the setting and of the range of natural resources this provides.

Consistent and productive relationships with parents and carers enhance opportunities provided for all children. They are well informed on all aspects of their child's achievement, well-being and development and enjoy listening to their children's recollection of the day's events and what they have learnt at nursery. Parents are positively encouraged to play an active part in the setting and they give their views through the completion of questionnaires. Their ideas are harnessed and practice is adapted as a result, for instance parents' evenings are planned to enable further communication with children's key persons. Children's 'personal books', which they like to look through regularly, include photographs and written information about the child's day, and encourage effective links with home.

Information is shared effectively with other professionals involved in children's care and education, enabling staff to put in place any strategies required to support children and ensure an inclusive environment is provided. Children with special educational needs and/or disabilities and with English as an additional language are well integrated and welcomed. Strategies used, for instance, manual signing or children's home language to enhance communication, are successful in supporting individual children. As a consequence, the outcomes for children and their experiences are positive and rewarding.

Practitioners are enthusiastic and show commitment to their work. Many improvements have been made since the last inspection to meet requirements and to improve systems which support practice. Recent, effective steps have been taken by management to fully involve the staff team in the process of evaluating the provision for children's welfare, learning and development. Plans for the future, for instance to develop the outdoor area further, are well targeted to bring about further improvement to the provision and outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, settled and eager to participate in routines and activities. They develop independence as they help with the preparation of snacks and the cleaning and setting of the tables for meal times. Some children sing as they play, older children talk happily amongst themselves, developing language skills as they share make-believe conversations on mobile phones. They enjoy reading stories to their playmates. They use the pictures as a prompt as they hold the book up and model the visiting librarian's story-telling sessions. Babies and toddlers are 'snuggled' and develop close bonds with their carers, ensuring that they feel secure. Their care needs are met well in partnership with parents. Children generally behave well, demonstrating their feelings of safety.

Children of all ages and stages of development choose freely from a variety of indoor and outdoor activities that promote all aspects of their development in fun and interesting ways. The pre-school room is particularly colourful and welcoming. Artefacts are displayed and children's artwork, recently completed during Chinese New Year activities, adorns the walls and hangs from the ceiling. Through development of the theme children have good opportunities to make progress in many areas; they learn about the wider world; they play imaginatively as they dress in traditional costume; they sample a range of traditional foods, experiencing new tastes and textures and begin to develop dexterity as they use chopsticks. Children make marks and develop writing skills as they create menus for their cafe, paint on easels or use chalks on the paving in the outdoor area. They are helped to make sense of their world as they use a range of tools, encounter creatures, such as insects in their natural environment, plant, tend and harvest and use information technology to support their learning. Staff engage positively with children, are involved in their activities. They use effective questioning skills to help them make good progress, developing their understanding of, for instance, number, colour and shape. As a result of the good support provided, children feel valued and become inquisitive, active learners. Observations and assessments are successfully used for children aged over two years to ensure that activities are planned to help children progress in all areas. These systems are in their infancy in the babyroom.

Babies are encouraged to explore their environment and develop their mobility skills, crawling and pulling themselves up on the furniture to benefit from the new

perspective this offers. Children have good opportunities to use the outdoors to play actively and to get plenty of fresh air. Older children benefit from the opportunities of free-flow, using the indoor and outdoor spaces as they choose. They enjoy climbing over the large equipment, running, using wheeled toys and negotiating the space while pushing pushchairs. They go for countryside walks in the area and learn how to keep themselves safe through discussions about road safety; these messages are reinforced through visiting members of the community 'Stay Safe' team.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment). 10/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment). 10/02/2012