

Kangaroo Pouch

Inspection report for early years provision

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Inspector Jacqueline Nation

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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.

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Description of the setting

Kangaroo Pouch Day Nursery was registered in 2011. The setting is located in a two storey building in the Hateley Heath area of West Bromwich in the West Midlands. Children are cared for in playrooms based on their age and stage of development. Children have access to an enclosed outdoor play area. The nursery supports children who speak English as an additional language and has procedures in place to support children with special educational needs and/or disabilities.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered for a maximum of 52 children under eight years at any one time. There are currently 16 children on roll, all of whom are within the Early Years Foundation Stage. The nursery is open each weekday from 7.30am to 6pm, all year round, closing for bank holidays and Christmas. Children are able to receive funding for nursery education.

There are four members of staff employed in the nursery, all of whom hold appropriate early years qualifications. A member of staff has a degree level qualification and Early Years Professional Status and one member of staff has a level 4 qualification. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content at this welcoming setting because the friendly practitioner team are dedicated to ensuring all children make good progress within the Early Years Foundation Stage. Effective partnerships with parents, carers and other agencies ensure children's needs are met and their protection assured. All of the necessary documentation is in place, although the risk assessments lack some of the required detail. While the self-evaluation system is in the early stages, the setting has a good knowledge of their strengths and areas for improvement and demonstrate a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact with to ensure their safety and well-being
- use self-evaluation and quality improvement processes as the basis of ongoing internal review
- ensure regular evacuation drills are carried out and details recorded in a fire log book.

The effectiveness of leadership and management of the early years provision

Good attention is given to safeguarding and protecting children. Clear roles and responsibilities and regular training ensure practitioners are familiar with the Local Safeguarding Children Board procedures. Comprehensive policies are in place and provide clear guidelines about the procedures to follow and who to contact in the event of a concern. Vetting procedures are robust and include evidence of suitability checks being undertaken. New practitioners are supported through a thorough induction process and this helps them to be confident and able to implement the settings policies and procedures effectively. Children's safety and well-being is given good consideration and children play in a safe and well-organised environment. Practitioners are vigilant, they supervise the children well and give good attention to daily routines and safety checks. Risk assessment records are in place for the premises, outdoors and outings. However, the record does not accurately reflect and identify all the hazards that children come into contact with to fully ensure their safety.

The nursery is very welcoming and promotes a child-centred approach which enables children to be self-assured, independent and secure. The environment is conducive to learning, reflects examples of children's art work and resources are easily accessible. Children are motivated and interested in the broad range of activities provided. This is an inclusive setting where caring practitioners have a good knowledge of each child's individual needs. All children are valued and engage in a range of activities which help them to learn and understand about the wider society. Practitioners demonstrate a good knowledge of effective partnership working and this ensures early intervention is successful and children get the additional support they need. Partnership with other providers of the Early Years Foundation Stage is developing well and systems are in place to make sure children's continuity of care and learning is supported.

Children benefit from good partnerships with parents. Parents receive detailed information, including policy documents, newsletters and a range of useful information is displayed on a notice board in the reception area. Settling-in procedures are very flexible to meet the needs of children and their parents. Daily discussions and written feedback helps to keep parents well-informed about their child's day and achievements.

Children are cared for by a friendly and caring practitioner team whose ongoing professional development is fostered well through opportunities to complete training. The setting is well led and managed and the owner and manager consistently communicate high expectations to practitioners about securing improvement. Self-evaluation is in the early stages, however, the team are reflective and able to identify the settings strengths and areas for development. They are committed to providing a good quality learning and development experience for all children.

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

Children are happy and confident in the setting, they achieve well and make good progress towards the early learning goals. Practitioners understand how children learn and are skilful in knowing when and how to intervene to enhance children's achievement and enjoyment. Children's starting points in their learning are recorded and their progress and achievement are detailed in individual profiles. These include a lovely range of photographs and children's art work. Practitioners use their observations well to plan children's next steps in learning based on their interests and play preferences. Parents are fully involved in this process and add information to the 'achievement tree' in the reception area.

Children's personal, social and emotional development is fostered well. All children are provided with experiences and support which help them to develop a positive sense of themselves and others. There is a good focus on developing children's speaking and listening skills and this is supported in an environment which is rich in print. All children develop a love of books and enjoy singing songs. There are plenty of opportunities for even the youngest children to practise their mark making skills, through painting, running their fingers through gloop and manipulating play dough. Children's creativity is fostered well with access to a variety of resources for collage, junk modelling, art and craft, music dance and movement, role play and dressing up. Children thoroughly enjoy role play in the 'Hairdressing salon' where they style and brush practitioners hair.

Babies are content and cared for in a welcoming space where they develop confidence in exploring their surroundings. They investigate resources in the 'sensory tent' and love to play in the water. Children's problem solving skills develop through everyday activities and play. Activities are linked to children's interests and they like to sort by colour using a variety of objects, including sequins and jewels. Babies and younger children are encouraged to build with bricks as practitioners count with them and they investigate a range of electronic toys and find out how things work. Overall, children develop good skills to support their future learning.

Good attention is given to promoting children's welfare. Children develop a good knowledge of how to keep themselves healthy and safe. Healthy eating is a priority, meals are of a good quality and enjoyed by all the children including babies. There is a well-planned menu which includes chick pea curry, jambalaya, fish and steamed vegetables. Children select healthy and nutritious snacks, help themselves to water, and understand the importance of following good personal hygiene routines. Children's understanding of keeping themselves safe is promoted through discussions about road safety on outings and how to use equipment in a safe way during play. However, they have not been involved in an emergency evacuation drill to fully support their understanding of what to do in the event of a fire.

Children's physical skills are developing well. They like to play outside and become absorbed in activities they enjoy such as playing in the 'mud kitchen' and walking

on balance beams. Children's behaviour is good, sensitively managed and reflects the high expectations of practitioners who provide clear boundaries and explanations. Children learn about the local community, they visit the fire station and travel on the bus to the library. Overall, this is an inclusive and welcoming setting.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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: Met

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