

Klas Childrens Day Nurseries

The Farm House, Bell Plantation, Watling Street, Towcester, Northamptonshire, NN12 6HN

Inspection date	15/10/2012
Previous inspection date	17/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled. They are motivated, confident and independent learners and have very good relationships with each other and adults in the setting.
- Staff have good awareness of how children learn. The highly effective key person system promotes children's learning and well-being.
- Partnerships with parents and other agencies are open, productive and supportive. Parents are fully informed about their child's progress and their views are respected.
- Support for children with additional learning and developmental needs takes account of the knowledge and experience of both parents and other professionals and is based on careful observations that are used to plan to meet their individual needs.
- All staff ensure that high priority is given to ensuring children are safe whilst in the nursery. Careful routines, policies and procedures, are regularly reviewed and updated.
- The manager is committed to continuous improvement, monitoring quality effectively through discussion, performance monitoring and supporting staff development.

It is not yet outstanding because

- Observations of children are not always sufficiently well evaluated to identify clear and focused next steps for children's learning.
- Not all staff consistently extend and challenge older children's thinking and understanding using open and challenging 'how' and 'why' questioning.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 with children in all rooms and when playing outside.
- The inspector spoke with the setting manager, her deputy, room leaders and key people in individual meetings and at appropriate times.
- The inspector looked at children's files, planning and assessment documentation and a selection of policies and records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Maggi Hunt

Full Report

Information about the setting

Klas Childrens Day Nurseries is run by Klas Childrens Day Nurseries Limited. It was registered in October 2003 and operates from a converted farmhouse which comprises two floors and a separate single storey building, within the grounds of The Bell Plantation on the outskirts of Towcester, in the South of Northamptonshire. All children share access

to four separate enclosed outdoor play areas. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It receives funding for the provision of free early years education for three and four year olds. There are currently 80 children aged from three months to under five years on roll. Children attend from several surrounding villages and nearby towns. The nursery supports children with special educational needs and/or disabilities. The nursery employs 16 staff. Of these, 12 hold appropriate early years qualifications and two members of staff are working towards Early Years Professional status. The setting 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:

- continue to develop the monitoring of the educational programme by: ensuring that staff make more effective use of the Early Years Foundation Stage Development Matters document when identifying next steps for children's learning and using observations of staff performance to support professional development
- develop further staff interactions with older children to ensure that their thinking and understanding is consistently challenged and developed using skilful questioning and explanations during activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress in the Early Years Foundation Stage is supported by staff who have a secure understanding of how to promote young children's learning and development. Teaching techniques are generally strong across all ages. For example, a practitioner in the baby room recognises that a child in her care regularly uses the word 'wow' and she incorporates this when talking to him to ensure his engagement. Interactions with older children are often very effective. For example, when children are playing outside, they discuss with a member of staff how they might create a 'ball run' using pipes and tyres. However, not all staff make best use of interactions to challenge older children's thinking through questions and explanations that encourage them to speculate, predict and consider options.

Children are developing good communication and language skills. Older children listen carefully to stories and engage with staff when discussing what might happen next.

Toddlers join in with circle rhymes and follow instructions carefully. Babies enjoy the flow of dialogue as staff play alongside them, encouraging and supporting them, using good eye contact and tone of voice. The nursery provides a print rich environment with interesting displays of children's work and labelled and annotated posters and signs which support their understanding of the written word. Older children are beginning to develop early literacy skills and even the very youngest children are encouraged to make marks, using crayons and coloured pencils.

Opportunities to support children's physical development are very good. Babies and toddlers have space to explore in a safe environment and also to develop skills in handling small objects such as pencils or small world play resources. Older children access the garden that offers good levels of challenge for climbing, balancing and physical exploration. As children get older, their understanding of the world is developed through the creation of an autumn display, using leaves and cones. Children often visit places close-by, for example, the garden centre or they go to see the animals. At Christmas they either visit a local old people's home or residents come to the setting. This fosters a growing understanding of the world beyond the nursery. Staff also design interesting adult-led activities to support children's understanding of, for example, number and measurement as well as encouraging counting at opportune times such as when children are using the stairs.

Support for children with additional learning needs is very good. Key persons make very good use of both parental contributions and opinions to further support their children. Staff also seek out and use the advice and support of professionals, where appropriate. Using careful observations, staff develop a programme of support that is matched to both the child's learning needs but also reflects the personality and behaviour of the child. Staff work closely with all parents and encourage them to provide information about what children are doing at home, which is incorporated into planning. Staff also provide regular updates to parents informally through discussion and formally through parents' evenings and children's profiles, which ensures effective partnership working.

Staff are developing a secure understanding of the Early Years Foundation Stage. They have amended planning, observation and assessment to ensure it supports children's individual needs more closely. Learning profiles are used to record both written and photographic observations. A summative assessment is produced each half term and staff in the toddler room are confident this will support them when carrying out two year old assessments. Observations are evaluated but insufficient use is made of the developmental bands in the Development Matters document. As a result evaluations lack detail and are not specific. This impacts on the identification of children's next steps for learning which are sometimes too broad and lack focus.

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

An effective key person system ensures staff know children well and can support their learning. All children form very strong attachments and feel safe and secure. They are confident and enthusiastic learners who eagerly join in with activities. They make choices, are able to initiate their own activities and cooperate well with both each other and the

adults in the setting. For example, toddlers indicate to staff the dressing up clothes they would like to wear and older children engage in complicated role play games with dolls, negotiating with each other the boundaries of their play. Behaviour in the nursery is very good with staff dealing quickly and effectively with any issues, using well planned strategies. Children are developing caring attitudes. For example, an older child pointed out to staff that a child was waiting for somebody to open the gate into the garden.

Babies settle well because staff take the time to find out about their routines at home, and their likes and dislikes. They are then able to ensure continuity by following the same sleep and feeding patterns. When a key person is absent, they provide information to other staff in a notebook that enables them to minimise disruption to the child. Systems to assess children's starting points on entry are secure. If requested, a home visit is arranged. Good record keeping ensures transitions within the nursery, from one age group to another or to a new key person, are equally effective. When older children transfer to school, staff provide a summative assessment and also invite teachers to visit the nursery.

Children are developing good self-care skills. For example, toddlers follow lunch time routines for hand-washing and use their spoons skilfully. Older children are encouraged to find their outdoor clothes and put them on which supports the children in preparation for school. Staff are good role models and ensure good hygiene practices, especially with the very youngest children, to minimise the spread of infection. Snacks and meals, prepared in the setting, ensure children receive a healthy balanced diet, and regular access to the outside area provides opportunities for physical activity and fresh air. Staff are taking part in the Forest school initiative. An area of the garden is being developed and a nearby wood is also being used. A member of staff has undertaken training in this area that will ensure that children have opportunities to explore the natural environment, take appropriate risk and enjoy a wide range of exciting and interesting opportunities outside to support all aspects of their development. Children are very enthusiastic about this new area of provision.

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

Leadership of the nursery is effective in supporting continuous improvement. Consistent monitoring of the quality of the provision ensures the owner/manager and her deputy accurately identify key strengths and are aware of areas they need to develop further. The views of both children and parents are also valued and respected when identifying strengths and areas for development. Since the last inspection, where actions to address weaknesses linked to children's safety were identified, managers have prioritised this aspect of the provision so that it is now one of the key strengths of the setting. The manager and her deputy have recently accessed Safer Recruitment training to further enhance their practice. All staff have a sound understanding of safeguarding and welfare requirements and make sure that procedures and routines are effective in ensuring children are safe.

Another priority for development, identified by the manager, is the implementation of the revised Early Years Foundation Stage. Managers have held meetings with staff and

parents, had discussions and devised paperwork to support staff in its implementation. Ideas from staff currently accessing higher education have also been sought and overall the setting is making good progress with changes. Although further development is necessary, rigorous systems to observe, monitor and assess children's learning are being trialled which the manager is monitoring closely.

The manager supports her staff's professional development and performance effectively. Two members of staff are working towards Early Years Professional status and others access a variety of training. Staff supervision and appraisal are embedded in the setting. However, as yet observations of staff performance are not used routinely to support greater insight into their ongoing development.

Parents are viewed as valuable and respected partners and this is a key strength of the setting. Their opinions are respected and incorporated wherever possible. Their involvement in children's learning ensures that planning can focus on children's interests and results in good continuity between home and nursery. Parents are very positive about the nursery and staff. One parent explained that children from her extended family have been attending for over eight years. Partnerships with other agencies are also strong and are well used to support children.

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. 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	EY277096
Local authority	Northamptonshire
Inspection number	819935
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	80
Name of provider	Klas Day Nurseries Ltd
Date of previous inspection	17/05/2011
Telephone number	01327 358876

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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 that are usually their 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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