

KIDS Day Care Nursery

Pebbles Children's Centre, Shakespeare Road, Popley, RG24 9BP

Inspection date	29/10/2012
Previous inspection date	11/01/2010

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

- The nursery has good partnerships with parents, other professionals and settings to support the good progress that children make.
- The effective and organised nursery works very well to include all children, including those who have learning needs. Each child is understood as an individual and attentive staff are able to provide for their learning and welfare.
- Children enjoy their time in a child friendly setting as they independently access an interesting range of learning opportunities. Staff support children's choices skilfully.
- Staff work very well as a team and have a good understanding of the Early Years Foundation Stage requirements enabling them to deliver a safe and stimulating learning environment.

It is not yet outstanding because

- The staff team are less secure in their knowledge of mathematics and do not make good use of planned and unplanned opportunities to enhance and extend children's learning in this area.
- Opportunities to support children's play in technology and extend their learning to acquire basic skills in operating a range of simple ICT equipment have not yet been fully embraced.

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 in the toddler and pre-school rooms, and in the garden areas.
- The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on inspection and from information included in parent references.
- The inspector held meetings and completed a joint observation with the manager of the provision and spoke with staff at appropriate times throughout the observations.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.

Inspector

Anneliese Fox-Jones

Full Report

Information about the setting

KIDS Day Care Nursery was registered in 2009 and is based within Pebbles Children's Centre. The nursery operates from a purpose built nursery within the children's centre and

a room within Chineham Park School on the same site. The nursery is open to all children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. There is level access to the premises and access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are 86 children on roll in the early years age range. There are 16 members of staff who work with the children, of these 13 hold appropriate early years qualifications and four hold health and social care qualifications, One staff member has a level 6 Qualified Teaching Status and Early Years Professional Status. Three members of staff are currently studying relevant level 3 childcare qualifications, and the manager is undertaking the Early Years Practitioner Status with BA hons in Early Years. The nursery is open for full day care, Monday to Friday from 8am to 6pm, excluding Bank Holidays. Parents can choose on an hourly flexible basis to use the nursery. A management committee consisting of KIDS directors and patrons is in place and a parent forum is being established to ensure the local needs of parents and children are met.

What the setting needs to do to improve further

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

- support children's developing understanding of mathematical development by including counting money and change in role-play games.
- strengthen the support for children in operating information and communication technology (ICT) equipment and exploring the control technology of toys.

Inspection judgements

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

Staff use the Early years Foundation Stage framework to plan activities which are adapted to meet the individual needs of children. They understand that every child is unique and work closely with parents and others to ensure children's needs are met. Children really enjoy their time at nursery and are happy, confident and occupied. They leave their parents and carers without fuss and are eager to take part in activities set out in a stimulating learning environment. Challenging activities are planned for children, based on their interests and abilities. Written observations are made as children play and these help the children's key person to plan for their next steps of development. Staff know the children well and use this knowledge to support them in their learning. They record regular notes in a learning journey about children's activities and development and share

the information with parents.

The nursery provides an attractive play environment that offers learning opportunities for children of differing abilities and ages. Children are joined by staff in their play who help children to achieve tasks. Staff are skilled at asking children open questions to make them think. For instance, younger children particularly enjoy books and predicting which animal is next, especially when staff use large books and props to aid the children's interest of the familiar story. Younger children are intrigued to explore sensory tubes, interactive toys and the wet sand in the garden. However, there are slightly fewer opportunities for younger children to acquire basic skills in operating a range of simple information and communication technology (ICT) equipment.

Children develop useful skills in language and literacy through their play experiences, such as listening to stories, singing and talking with staff. Children are becoming secure in communicating their needs and preferences. This is enhanced by the successful implementation of schedules, the use of the visual timetables and Makaton (signing), in addition to promoting children's language skills. Children, including those who are non-verbal, have additional needs or English as an additional language, are strongly helped in expressing themselves. There are good opportunities to explore different materials, to be creative and take part in physical activities. Children choose to spend time outdoors on a regular basis, with free play in the garden or frequent walks to the woods. Pre-school children play creatively, for example, with different coloured paints and various sponges and tools. Younger children enjoy playing with the pretend food and scanning each item into baskets with the toy till, although they are not able to extend their learning with opportunities to play with role-play money. During these activities, staff are less secure in developing children's understanding of numbers, problem solving, shapes, space and measures.

Children's home languages and individual cultures are fully valued and respected. The nursery environment positively reflects the wider community as resources and activities positively promote diversity and inclusion. This ensures the children develop a positive awareness of themselves and others and underpins children's knowledge and understanding of the world. The nursery promotes inclusion through their good partnership with parents, who are kept informed about all aspects of their own children's achievements. This is done through daily feedback and more formally at meetings with their child's key person. Parents are becoming more actively involved in their child's learning. Children benefit from the effective relationships that staff have developed with parents and this significantly contributes to children's learning and well-being.

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

Staff operate an effective key person system, which promotes the children's feelings of security. All children, from the very youngest, show a strong sense of belonging within the nursery. Staff play a very important role in supporting and caring for children. Their contact with children shows great patience and enthusiasm, as they nurture children to enable them to discover new learning. Babies enjoy warm interaction with their carers as

they receive lots of cuddles and attention. They settle well because practitioners are familiar to them and have a good knowledge of their individual likes, needs and routines. Their early investigative and curiosity skills are promoted through the use of a wide range of resources, including sensory bags filled with different items, for example, opening and closing objects, tubes and various natural materials.

Children's good health and well-being is promoted by vigilant and experienced staff. Children enjoy healthy snacks provided by the nursery which supports their good health. Those who stay for lunch enjoy an appropriate diet as provided by their parents. Children are learning to behave in safe and responsible ways. They demonstrate that they feel safe and secure as they approach adults confidently for support. Children are developing many good personal hygiene practices as they wash their hands at appropriate times throughout the session. All children are developing good self-care skills, for example, as they find their coats on the pegs and are encouraged to put them on themselves. Children can play with a large range of appropriate resources, which support their learning in all areas. Daily opportunities for exercise are available in the outside area where children develop skills in pedalling, manoeuvring, climbing and balancing. The outdoor area is an important part of the nursery life and children have many opportunities during the day to freely go outside where learning is extended. This helps children to become aware of healthy lifestyles.

The nursery is inclusive as all children are treated as individuals so that they build on their existing skills to reach their potential. Staff show a firm commitment to improving the quality of children's learning experiences. There are good opportunities for children to learn about each other and to value their differences. Consistent praise and encouragement ensures that children develop high levels of self-esteem. Staff suitably promote children's good behaviour through reminders about the boundaries and encourage caring for others. Staff effectively reinforce sharing and respecting each others feelings. As a result, they mix well with their peers and play harmoniously throughout the session. Overall, children are developing many important learning and development skills which help to set secure foundations for their future transitions and learning needs.

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

The nursery has comprehensive records, policies and procedures in place, providing a good framework for staff to base their practice. This helps the child-friendly provision to be managed safely and efficiently. There is a strong focus on children's safety, security and happiness. The staff have a good understanding of effective working practices. This ensures children are protected from harm as staff understand and implement effective safeguarding procedures. Staff show a strong interest in supporting and caring for children who face challenges as young learners. They use a range of specialist equipment and resources safely as risk assessments are in use to minimise potential hazards. Children are able to move freely indoors and use the garden areas. This allows children to grow in confidence and boosts their learning.

The robust recruitment, vetting and induction procedures ensure that staff are

experienced and suitable to work within their roles. Performance management systems ensure that staff's strengths are valued and targets are set that identify areas for improvement. Management currently monitor staff performance through appraisals. Continued improvement and self-evaluation is a developing focus within the nursery. The newly appointed manager demonstrates high expectations for her staff, and aims to support them to continually develop their knowledge and skills both through training and through regular monitoring. Consequently all staff are happy and motivated in their roles which in turn impacts on their commitment to improve the quality outcomes for children.

Children play in a spacious and attractive accommodation. They use a wide range of resources that meet their specific learning and development needs. In addition to their own rooms, children are able to use a range of facilities in the children's centre and school. Overall, children are presented with a good range of play opportunities from which they gain sufficient pleasure and learning. Staff are particularly keen to make the most of children's interests and things that they respond to. Staff effectively use the Early Years Foundation Stage when planning and assessing activities.

Staff benefit from the good partnerships established with parents and other professionals and this significantly contributes to the children's well-being. Staff liaise closely with a wide range of professionals and work together to support children and their families. Through discussions with parents it is evident that they are happy with quality of the provision and have high levels of appreciation for the nursery. Parents' views are sought through the Parents Forum, informal discussions and questionnaires and used well to shape the provision.

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	EY399397
Local authority	Hampshire
Inspection number	816136
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	88
Name of provider	KIDS
Date of previous inspection	11/01/2010
Telephone number	01329 242960

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

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.

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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2012

