

Kinder Kids Day Nursery

36a Holyhead Road, Wednesday, West Midlands, WS10 7DF

Inspection date

Previous inspection date

07/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a sound knowledge of how children learn, and provide a rich, varied and imaginative educational programme, that reflects precise assessment and planning for individual children. As a result, children make good progress in their learning and development.
- Children are very secure and build extremely strong relationships with their key persons, seeking them out for support and involvement in their play.
- High regard is given to supporting children's communication and language skills and understanding of mathematical concepts. Staff are skilful in encouraging children to make connections in their learning and promoting links with the local community.
- Children are motivated and keen to learn in this inclusive and child-centred setting. They show high levels of curiosity and imagination, demonstrating positive relationships with their peers.

It is not yet outstanding because

- There is scope to further develop the outdoor play area to promote free choice and encourage spontaneous exploration in the outdoor environment as effectively as indoors.
- Occasionally, children's independent use of tools and utensils for a specific purpose is not fully considered, such as preparing soft fruits at snack time.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and interaction between staff and children in all of the care bases.
- The inspector spoke with staff, children and students at appropriate times during the inspection.
- The inspector spoke with the owner/manager and conducted joint observations with her.
- The inspector took account of the views and comments from parents spoken to as part of the inspection.
- The inspector examined a range of documentation including records to assess staff suitability and qualifications, children's records, policies and procedures and children's developmental records.

Inspector

Patricia Webb

Full Report

Information about the setting

Kinder Kids Day Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in renovated premises in

Wednesbury in Sandwell and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from a self-contained suite of rooms on the ground floor of the building. There is an area available for outdoor play, which can be secured.

The nursery employs three members of childcare staff. Of these, the owner/manager holds an early years degree and other staff hold relevant early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- complete the work on the outside play area to extend children's exploration and discovery play so that they can learn and develop spontaneously in the outdoor areas as effectively as they do indoors
- extend the opportunities for older and more able children to use tools and utensils safely as they further develop their independence during routine activities, for example, by slicing their own bananas at snack time.

Inspection judgements

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

Children make good progress in their learning and development. This is because of the wide variety of educational activities that are planned and delivered by enthusiastic and skilled staff who know how children learn effectively. Children are highly motivated and interested in their play. For example, the 'shop' in the setting is linked to a nearby commercial supermarket and children recognise the familiar logo which is displayed. Staff use such resources to promote children's awareness of letters, sounds and signage in their environment. Eager 'shoppers' use their small trollies to carry their purchases, using play money to count out the simple amounts. Further extension is available for older and more able children as signs obtained from the supermarket show fractions and prices. Staff are aware of how introducing such concepts, even at such early ages, promotes children's mathematical awareness.

Children's language and communication skills develop as they babble, chatter and converse with staff who are very interested in what children have to say. They use very effective questioning to extend children's thinking and elicit responses to encourage sentence construction. Children who may have additional family languages are fully supported in their acquisition of spoken English. Staff also take time to discuss such requirements with parents, acknowledging and valuing the home languages. Children hear and learn rhymes and songs in a variety of languages including Polish and French. Consequently, all children's language development is enriched as they become aware of other cultures and nationalities.

Children display characteristics of effective learning in their play, such as becoming engrossed in activities and starting to solve simple problems. This prepares them for the next steps in their lives, such as moving through the setting or attending school. Children explore and investigate as naturally inquisitive learners. They use fir cones as they sort, count and consider the shape and texture of the items. They become absorbed in activity as they explore the properties of 'flubber', stretching and rolling the material as staff introduce such language naturally as children play. The opportunities to engage in such activities and plant and grow items outside is currently limited due to the layout of the setting. The provider is seeking ways of addressing this. Children hone their physical skills as babies and young toddlers develop crawling and early walking around the low-level furniture and equipment. Staff are skilled in knowing when to intervene when children are testing their confidence in getting on and off wheeled toys.

Staff take time to work closely with parents to obtain a raft of information about their child. This means that staff can plan effectively around children's interests to engage and excite them. For example, a story that usually relates to hunting a bear is adapted by staff in response to children's play, to reflect the pirate theme they have created. Together, the children and staff seek out the pirates and make their way through the 'stormy seas' to the pirate ship. Such innovative play and adult support enhances the development of children's imagination.

Observation and assessment of children's progress is accurate and reflects where each child is in their learning and development. Staff work well with parents to discuss their children's attainment and summary assessments are conducted in partnership with parents. This enables any gaps or areas for further extension to be discussed and identified in order to access timely intervention and additional support if and when required for individual children. Children are individually supported through the professional partnerships with other settings and agencies. This ensures that they receive tailored support that is consistent, based on a shared knowledge and parental involvement.

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

Children are extremely settled and form secure attachments with the staff. They smile broadly as their key persons arrive; crawling eagerly to greet them and enjoy the warm and appropriate response they know they will receive. While numbers are lower, due to the early stages of the registration, staff have, nonetheless, built very strong relationships

with the children and their families. This contributes to the 'family feel' that parents refer to in their comments.

Children are safe in the setting. They are supported by diligent staff who help them to share, take turns and consider the needs of others around them. Children are further supported in managing their strong emotions, such as anger and anxiety when separating from their parents and coping with change and transition in their lives. Children understand about keeping safe as they tidy away their toys and use smaller equipment with care. Occasionally, children's use of tools and utensils for a purpose is not fully promoted, for example, staff tend to slice up fruit, such as bananas, for the children rather than supporting them in doing this more for themselves.

Children's health is effectively promoted as they enjoy home cooked meals and snacks. Staff take account of children's individual dietary requirements to ensure continued good health. Children tuck in to their choices of cereals, toast and the highly favoured crumpets for breakfast and lunches are varied and nutritious. Fresh fruit and regular drinks are readily available for children to select from. Children receive encouragement and support as staff work to address individual eating habits and broaden their diets as they try different tastes and textures. Children engage in vigorous play indoors and on regular walks and trips to the local park and Sandwell Valley. They have organised play opportunities outside at the nursery when the gates can be locked to keep them safe and secure. They then use the wheeled toys with gusto and enjoy a variety of ball games, making the most of the fresh air and exercise.

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

The provider plays a very active role in the operation of the setting, as she is also the manager. Self-evaluation processes are in place and reflect the views of all involved in the setting. Plans are in place to utilise tracking of children's movements around the setting to further inform this process. The provider has a very clear vision for the future of the setting and how she intends to ensure that children's early years learning and development opportunities are made exciting and wholly enjoyable. There are plans to seek additional funding in order to improve children's access to spontaneous outdoor play on site.

The provider has high expectations of the staff who, in turn, deliver high quality practice that benefits children and their families. This is because teaching is firmly rooted in staff's understanding of the theory behind the practical activity. For example, staff discuss how children make connections in their play as they spontaneously select and recognise various yellow items, having been encouraged to match colours. Staff appraisals are carried out to identify strengths in their skills and qualifications. Students speak most favourably about the 'amazing' provider as they receive in-depth support and mentoring in order to learn their craft in a stimulating setting. This means that practice is very reliable across all levels of staff and children receive consistent support in their learning and development.

Children are fully safeguarded as the staff have a sound knowledge of child protection

issues. All staff have undertaken recent training in safeguarding and refer to how any such concerns would be reported swiftly and with the child's best interest to the fore. The provider is fully aware of her role and responsibility in ensuring that staff recruitment and selection is rigorous. All staff undertake relevant checks including Disclosure and Barring Service Checks, reassuring parents of staff suitability. Thorough risk assessments are carried out to identify and minimise hazards to children both on and off the premises. Parents are most complimentary about the setting and the way their children are settled and happy attending. They speak about having 'one hundred per cent trust' in the provider and staff and appreciate how staff provide a stimulating environment for the children. They are consulted at every step of their children's progress and are actively encouraged to share what children do at home as part of the learning process.

The Childcare Register

The requirements for the compulsory 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	EY450257
Local authority	Sandwell
Inspection number	810615
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	7
Name of provider	Jayne Elizabeth Taphouse
Date of previous inspection	Not applicable
Telephone number	07514173203

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

