

Kids Corner Nursery Limited

12 Upperton Road, LEICESTER, Leicestershire, LE3 0BG

Inspection date

Previous inspection date

02/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are confident, happy and settled because staff provide a warm and welcoming learning environment.
- Children feel safe and secure with their relationships with staff and the implementation of an appropriate key person system improves relationships with children, supporting their well-being.
- Managers and staff show a strong commitment to the nursery provision and plans for continuous improvement are beginning to be well-targeted.

It is not yet good because

- Staff and resources are not consistently deployed across the nursery effectively, which impacts on the support given to younger children in particular.
- Information gathered from the assessment of children's learning is not consistently used to inform planning. This occasionally results in learning experiences that do not have sufficient challenge and are not fully matched to children's needs.
- Opportunities to promote children's communication and language are not always acted upon as some staff do not extend younger children's understanding through everyday routines and activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held a meeting and carried out a joint observation with the manager at agreed times during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in two playrooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working with children, children's assessment records, planning and a selection of policies and documentation.

Inspector

Claire Jenner

Full Report

Information about the setting

Kids Corner Nursery Ltd was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the City of Leicester and is privately managed. The nursery serves the local area and is accessible to all children. It operates from a four-storey building and children occupy the ground and first floor with office and storage facilities on the third floor and basement respectively. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 26 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the appropriate deployment of staff to ensure that children's needs are consistently met in all areas of the nursery
- improve the consistency in the way in which information gained from assessment is used to shape learning experiences for each child to ensure sufficient challenge.

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

- promote younger children's understanding further by consistently using talk to describe everyday routines and activities
- extend opportunities for younger children to access a wide range of materials, resources and sensory experiences to allow them to independently explore colour and texture and to be creative.

Inspection judgements

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

The manager and staff have a sound understanding of the learning and development requirements and how to capture children's attention. They recognise that children learn through play and provide a warm and welcoming environment where children feel confident and secure. Systems to assess children's starting points are in place and transitions within the group are appropriately managed in order to ensure consistency of care. Further to this, staff have begun to build positive relationships with schools in the local area, thus supporting older children's transition to school and their next stage in learning.

Staff know the children well and observe them on a regular basis to find out what they can do. They are familiar with supporting documentation, such as the Development Matters in the Early Years Foundation Stage guidance, and use this successfully to ascertain what children need to do next. However, they do not always use this information and knowledge effectively in order to plan challenging experiences for individual children. As a result, children make satisfactory, rather than good, progress. In addition, on occasion activities lack focus and staff are easily distracted. For example, a young child exploring a collection of wooden bricks is given intermittent support from different staff members, which results in the child losing interest and motivation to continue.

Children with English as an additional language are appropriately supported; staff are aware of the languages that children speak at home and fully support this within the setting, through their own knowledge and understanding. Parents are encouraged to share key words from home and children are provided with opportunities to hear and use a range of languages. Consequently, they value and begin to recognise the skill needed to speak more than one language. Children enjoy easy access to a broad range of books and reading material and children of all ages enjoy singing and participating in action songs and rhymes. For example, an older child spontaneously breaks out into song and younger children have opportunities to engage in some planned singing sessions. Staff successfully encourage children to join in and they enthusiastically copy the actions of favourite songs joining in with the occasional word. As a consequence, children's listening and attention skills are appropriately promoted. Staff talk to children as they play and during every day routines. However, this is not always consistent throughout the nursery. For example, in the baby room staff do not consistently use talk to describe what is happening or is going to happen. Consequently, they miss opportunities to promote children's understanding.

Children have some opportunities to learn about nature and the world around them through planned activities. For example, a group of children have recently engaged in exploring the 'life cycles' of animals and insects. Caterpillars brought into the setting have provided children with opportunities to see 'what happens next' and to study real life. However, opportunities to extend this in other areas of learning are occasionally missed. For example, a painting activity of a butterfly was not effectively introduced or linked to earlier learning experiences to help build upon children's knowledge and understanding. Children are introduced to mathematics in a variety of play activities and everyday

routines. An example of this is a child counting the keys as he presses them on the laptop and placing a sequin on each of his fingers, pointing to each one in turn, to show he knows and understand the process of counting. Children have some opportunities to be creative, as they enjoy singing and listening to music, using musical instruments and role play. However, younger children, in particular, have less independent access to a wide range of resources and sensory experiences, which impacts on their ability to explore different media and be creative.

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

Children are cared for in a calm and compassionate atmosphere which creates a positive learning environment for all. The staff pay close regard to the safety of children and ensure that activities, resources and equipment are appropriate to their individual needs. Children's ability to play independently is generally well supported through the accessible toys and equipment. As a result, children are able to make some choices about what they wish to play with. In addition, staff react positively to their individual requests and interests. For example, staff respond to a young child showing a particular interest in the inspectors laptop by fetching a similar piece of equipment from the pre-school room for them to use.

The effective implementation of the key person system within the group ensures that children form secure emotional attachments. All children show a strong sense of belonging within the provision and settle well because staff have a sound knowledge of their individual likes, needs and routines. Consideration is made in supporting children in building relationships with all staff in the setting and on occasion children visit other rooms within the nursery. For example, an older child happily joins his younger sibling in the baby room where they show their obvious pleasure in spending time together. Children behave well; they play cooperatively with their peers and are encouraged to share, take turns and be kind to one another. For example, an older and younger child successfully take it in turns to carefully press the buttons on a programmable toy. Children are praised for their cooperation and their achievements acknowledged and celebrated, contributing to their self-esteem and confidence.

Children's understanding of healthy practice is appropriately supported. For example, they have access to the outdoor play space and the gym room where they can engage in physical activities. Outdoor play space at the setting is limited; in response to this children are provided with opportunities to go on regular visits to the local park and recreational play areas. This provides them with additional opportunities to be physically active in a larger space. Staff understand the importance of good hygiene practices, which they pass on to the children, such as hand washing before eating. Young children are able to sleep and settle quickly with staff supporting them as needed and the routines discussed with parents. Children are offered a balanced diet, reflective to their individual dietary needs. They enjoy fresh fruit at snack time and young children are given time to explore the textures and tastes of different foods. For example, a young child spends time poking and squeezing a slice of banana before tasting. At lunch time they are provided with a hot meal and enjoy the social occasion of sitting together. Children are beginning to

understand about their own and others safety, for example by taking part in regular fire evacuation procedures. In this way they learn about risk management and how to keep themselves safe in the event of an emergency.

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

The manager has a secure understanding of the Statutory Framework for the Early Years Foundation Stage. The safeguarding and welfare requirements are understood and appropriate policies and procedures underpin practice within the group. Clear and concise risk assessments are used to manage potential risks to children both within the setting and when on outings. These are regularly monitored and reviewed, along with daily checks to further support children's safety. A range of policies and procedures are in place and made available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being. In addition, a policy of the week is displayed to encourage parents to re-visit procedures and to make any suggestions and comments that they may have.

Secure recruitment and induction procedures ensure that all those working with children are safe and suitable, having undergone appropriate vetting procedures. However, deployment of staff is not fully successful in supporting all children's needs in all areas of the nursery, specifically in instances of staff absence. Regular staff meetings ensure that all those working with children are kept informed of changes, for example to legislation and are offered in-house training. This system supports and enhances staff's personal development and contributes to meeting the ongoing needs of children. Regular supervision and yearly appraisals enable the management team to identify learning and training needs for each individual staff member. As a result, the staff team are growing in confidence and developing skills in order for them to support children's wide ranging needs.

Partnerships with parents are strong and they speak positively of the welcoming staff group and the care that their children receive. Arrangements are effective in ensuring parents play an active role in their child's care and learning. Regular updates on children's interests and achievements are shared between staff and parents and any comments noted in children's individual files. Parents' views are obtained informally through discussion and more formally through questionnaires. Parents are invited to attend meetings where they can discuss their children's progress in greater detail with their child's key person. Wider partnerships with appropriate professionals and other providers of the Early Years Foundation Stage are beginning to be established in order to best support individual children.

This is the first inspection since registration and the manager and staff team work well together and share a commitment to providing good quality care and learning for children. They are enthusiastic and motivated to develop the provision. The manager has been active in seeking support and guidance from other professionals and providers in order to share ideas and good practice. She monitors the educational programmes to ensure a

varied range of appropriate activities are provided to capture children's interest. Arrangements to evaluate the provision are in place and an action plan has been prepared in order to allow the manager and her team to identify and work on areas for improvement, contributing to their continuous improvement.

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 action. 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	EY452452
Local authority	Leicester City
Inspection number	886974
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	26
Name of provider	Kids Corner Nursery Limited
Date of previous inspection	not applicable
Telephone number	01163193032

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, which are usually the childminder's 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

