

# Keep Guard Day Nursery

The West Wing, The Keep, Walcourt Road, Kemston, Bedfordshire, MK42 8SJ

<b>Inspection date</b>	29/04/2013
Previous inspection date	05/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Managers and practitioners have a confident knowledge of the Statutory framework for the Early Years Foundation Stage. They use this in their daily practice to promote children's learning through their play and adult-led activities.
- Sensitive interaction means that children's language, communication and social skills are promoted well. This is a key strength of the setting and practitioners make very good daily use of additional resources, such as picture prompts, to support this area.
- Good role modelling and practical explanations from practitioners mean that children's behaviour is good and they are happy and eager to explore and learn. This supports them in developing positive attitudes to school and future learning.
- Children's interests and developmental needs are clearly recorded and actively used to plan a wide range of activities that stimulate and motivate them. Children are, therefore, engaged and their development is well promoted.

### It is not yet outstanding because

- There is further scope to develop the assessments to make greater use of updates from parents in order to enhance activity planning.
- Opportunities to develop children's independence are not always used to the optimum.

## 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 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 all main rooms and in the outside area.
- The inspector held meetings with the owner/manager and setting manager, and carried out a joint observation with the owner/manager.
- The inspector talked with children present.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and through their written feedback to the setting.

## Inspector

Kelly Eyre

## Full Report

### Information about the setting

Keep Guard Day Nursery was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the wing of a converted building in Kempston, Bedfordshire, and is managed by a private provider. The nursery serves the local and neighbouring areas. There are steps to the main entrance but there is a ramp and lift available if needed. The nursery operates from ten main rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and nine hold qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. Out of school care is also offered, with sessions from 3.15pm to 6pm. There is a holiday club which runs during each school holiday from 8am to 6pm. There are currently 75 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It 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:

- enhance the assessment procedures by making full use of updates from parents about their child's learning and development at home
  
- extend the opportunities that encourage children to develop their independence.

### Inspection judgements

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

Children are offered appropriate support because practitioners have good procedures to gather information from parents and, therefore, know the children well. This means that children are secure and enthusiastic, and are developing positive attitudes to learning. Teaching techniques are strong because practitioners have a confident understanding of the Early Years Foundation Stage. They encourage children to develop their own play, offering support whenever needed. For example, young children have time to explore cotton reels, experimenting by threading these onto laces. A practitioner then joins them and demonstrates how to take the reels off the laces. Children concentrate as they do this

and are so pleased when they succeed that they repeat the activity.

All children are supported well in developing the skills needed to learn effectively and to achieve. After noting the potential for boys to under-achieve in certain areas, practitioners attended further training and now use their new knowledge to introduce resources and activities that engage boys. For example, in a newly introduced garage role play area children use note pads, diaries, telephone directories and order forms, encouraging them to make marks and develop their understanding of writing for a purpose. The thoughtful resourcing of activities means that children's development is further promoted and they have opportunities to experiment. For example, a cooking activity set out on a low table attracts young children. They enjoy scooping flour into their bowls, smelling the cinnamon and mixing the mixture, noting that it is getting sticky and changing in texture.

Children are supported well in developing their language and communication skills, and this is a key strength of the setting. They make excellent use of additional programmes, such as a simple picture prompt system. Because this is used daily as part of all routines and activities, children are familiar with it and use it naturally to aid their communication. For example, very young children use the cards to choose which song they would like to sing. These methods are extended and adapted well in order to offer individual support to children who speak English as an additional language and those who have special educational needs and/or disabilities. For example, children feel secure and are encouraged to make choices about their play as they refer to simple visual timetables made using the picture prompts they are already familiar with. This area is further supported as designated practitioners who have attended additional training offer support and guidance to all practitioners.

Children's starting points are clearly assessed as practitioners gather a range of information from parents. This information is used to inform the initial planning and to help in monitoring children's progress. The setting's good communication procedures mean that parents have opportunities to share daily news about their children and regularly view their child's assessment files. The setting also provides a useful leaflet that gives ideas about how parents can extend their child's learning at home. However, the assessment procedures do not take full account of all updates from parents about how their child has been learning and developing at home. Consequently, practitioners are not able to include this full range of information in their planning and so promote children's development to the optimum.

Assessments are used effectively to ensure that children's current interests and needs are included in the planning. This means that they are offered activities and resources that engage them and promote their development in all areas of learning. Practitioners review all activities to ensure that children are offered balanced opportunities to explore independently and to participate in structured activities. This means that children take an active part in their own learning and are well prepared for school and future learning.

Children are offered a wide variety of opportunities that promote their physical development. For example, they develop their skills in balance and coordination as they use tyres and planks of wood to make their own balance beams. They have good opportunities to learn about their community and the wider diversities of society. For

example, practitioners make books depicting children's families and also illustrating nursery visits to local places of worship. These are easily accessible and children enjoy referring to them and sharing them with others, promoting their awareness of different beliefs and family compositions.

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

Practitioners make good use of the key person system to support them in working with families. This means that they know the children well and helps to ensure that all children are secure and form strong relationships with practitioners. Ongoing monitoring enables practitioners to check that children are happy and are making good progress. Children are encouraged to explore their environment and express their preferences and views. This aids them in developing vital skills and a positive attitude to learning, preparing them well for the transition to school. Children are offered sensitive support and encouragement and are praised for their efforts and achievements, promoting their self-esteem. They work well together and enjoy taking on responsibility. For example, older children eagerly take their turn to help set the tables for lunch.

New children quickly settle because practitioners work with parents to gather information about their needs and routines. These are then taken into account in the planning of activities and resources. Children's transitions within the setting are thoughtfully considered. For example, they visit their new room before moving up, and practitioners prepare clear transfer information so that their needs, interests and abilities are well known to their new carers. Children behave well because all behaviour management strategies are well considered. A practical written policy for this area means that practitioners are consistent and parents are aware of the setting's ethos and procedures. Behaviour management is covered as part of the staff induction process, and the setting's designated person for this area offers ongoing support. Practitioners act as good role models and offer children clear explanations. Therefore, children develop a good understanding of the effects that their behaviour has on others.

Children are appropriately supported in developing their self-care skills. For example, young children learn to help themselves to drinks of water during the day. However, similar opportunities to promote children's wider independence skills are not consistently used. For example, they are not encouraged to wipe their own noses when needed. Children gain a good understanding of the importance of healthy lifestyles. For example, they learn about the effects of exercise as they note their raised temperatures after using the play equipment, going on to talk about why it is important to drink plenty of water. Good daily practice supports children in gaining a clear understanding of safety. For example, they learn to use the stairs safely and talk about the safe use of resources and equipment.

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

Managers demonstrate a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They monitor all areas in order to check

that the nursery meets the requirements and is promoting children's health, welfare and development. This good monitoring is extended to the thorough review of practitioners' performance and means that they are supported well in developing their practice. For example, practical monthly supervision sessions and annual appraisals are used to inform personal development plans. The setting's thorough self-evaluation actively includes the views of all practitioners, children and parents, providing a comprehensive overview of all strengths and weaknesses. This information is used to inform the development of action plans that lead to improvements in the provision for children. For example, recent changes include the introduction of individualised 'social storybooks', which help improve children's communication and social skills. The setting's provision of a community parent and baby group means that they are aware of local needs and resources and can include this information in their plans for the future.

Key persons gather information about each child's progress in every area of learning. The manager regularly reviews this to ensure that the nursery offers children a wide range of experiences that support their good progress towards the early learning goals. Practitioners are experienced in working with other professionals in order to support children and their families. For example, they work with the local children's centre. There are also thorough procedures for sharing information with other people caring for the children. For example, key persons exchange assessment information with childminders, ensuring a consistent approach to promoting children's development. The setting's good partnerships with parents mean that they are kept well informed of their child's progress and activities. For example, they talk daily with practitioners and have regular opportunities to view their child's assessment records.

Children's welfare is well promoted because safeguarding arrangements are thorough. Robust procedures ensure that practitioners are suitable to work with children. All practitioners complete practical induction training, which includes all safeguarding and health and safety issues. This training is regularly updated and there is comprehensive written guidance and information. Therefore, practitioners demonstrate a good understanding of the process to follow should they have any concerns about a child. Correct staff ratios are maintained at all times. Thorough procedures mean that the building is kept clean and in good condition for children to use. In addition, the owner continuously reviews all risk assessments, ensuring that risks are minimised or removed. This ensures that children play safely and contributes to a positive childcare experience that forms a good foundation for children's future learning.

### **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 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

<b>Unique reference number</b>	219083
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	911483
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	78
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Lynn Carmichael
<b>Date of previous inspection</b>	05/11/2008
<b>Telephone number</b>	01234 327955

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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, 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.

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