

Kiddies World Day Nursery / Kids Club

21-21a Culford Drive, BIRMINGHAM, West Midlands, B32 3JH

Inspection date	29/04/2013
Previous inspection date	11/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Practitioners plan a wide range of interesting learning experiences that reflect children's interests to enable them to make good progress in their learning.
- Staff promote children's care and hygiene practices well. They encourage children to talk about healthy options and support children to become independent.
- Children are well-safeguarded due to robust recruitment and vetting procedures and staffs understanding of their roles and responsibilities in protecting the children in their care.
- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis which enables them to share ideas for supporting children's learning further.

It is not yet outstanding because

- Staff do not always make good use of props to fully support children with English as an additional language to be fully included in activities.
- Performance management and monitoring systems are not yet firmly embedded to clearly demonstrate how the good quality teaching is continually monitored and how the information gained is used to shape practitioner's professional development.

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 the four main playrooms and the outdoor learning environment, including a joint observation with the manager of the nursery.
- The inspector spoke to staff and interacted with children throughout the inspection and held a meeting with the manager.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector also took account of the views of parents spoken to on the day of the inspection and from parent questionnaires.

Inspector

Patricia Dawes

Full Report

Information about the setting

Kiddies World Day Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Bartley Green area of Birmingham and is managed by a sole proprietor. The nursery serves the local and surrounding areas and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of child care staff, all of these hold appropriate early years qualifications at level 2, 3, and 6.

The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 64 children attending who are in 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. The setting also offers care to children aged over five years, before and after school and during school holidays.

What the setting needs to do to improve further

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

- extend the use of props, such as, sequencing photographs of routines or dual language word and picture books, during activities to reinforce children's understanding of language, particularly with regard to children with English as an additional language

- develop the performance management and monitoring systems further to ensure that the good quality of teaching continues to be monitored and the information is used to shape practitioner's professional development in the future.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. They organise an educational programme that is interesting to children and provides them with realistic and effective challenge across all areas of learning. They are well-deployed to support children's learning and welfare and ensure routines meet the

children's needs. Observation, assessment and planning methods for individual children are systematically completed throughout the nursery. This clearly identifies children's next steps and helps them make good progress in their learning and development. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to follow their own interests. They have continuous access to a broad range of toys and equipment, which are stored at low-level enabling them to make choices that develops their independence skills. Staff provide an inclusive environment and have a positive impact on most children in their care. However, the needs of children with English as an additional language are not always effectively met as well as possible during activities and within the learning environment. This is because a range of props, such as, sequencing photographs of routines or dual language word and picture books, are not used to embed children's learning.

Children are happy, settled and confident learners and they enjoy their time in an interesting and well-equipped environment. They interact very well with each other and the staff as they play. Children listen attentively to stories and join in enthusiastically when singing songs as they wait for their lunch. Younger children's interest is sustained during water play activity as they experiment with tipping and pouring activities. Staff reinforce and extend this activity by asking challenging questions and engaging in conversations. Babies emerging language is promoted as staff support and extend their growing vocabulary at story time as children imitate the sounds of animals in books. Older children's communication and language development is good as they speak confidently with the staff, their peers and visitors, explaining what they are doing and why. They show developing levels of independence as they make choices during meal and snack times and enjoy serving their own drinks at snack time. This gives children a good foundation to support their future learning and readiness for school. The key person system is well-established and staff know their key children's personalities and learning styles well. They frequently use effective questioning techniques to extend, challenge and plan individual activities for children based on their identified next steps. These are well combined into the daily routine of the room to enable all children to progress well.

Children take pleasure counting and matching colours and numbers as they play a matching game or animal shapes. Practitioners encourage the use of mathematical language and use effective questioning to extend children's learning. They play hiding out in the cardboard box den or play in the sand or make an obstacle course using planks and wooden blocks. Children play with 'gloop', encouraged by staff to collect it into a ball in their hand and then watch as it turns to liquid when they open their hand. Children 'bug hunt' in the garden and also enjoy digging and planting.

Parents feel valued and respected as the key person enables them to be actively involved in their children's learning and progress. Most parents contribute to the initial assessment of children's starting points on entry; however, this information is not consistently sought from all parents to fully ensure all children's learning needs are planned for from the start. All children have an individual learning journal and parents are encouraged to contribute to this. Parents are also encouraged to add 'wow' moment comments, which staff use to inform individual assessments and next steps in learning for children. Planning is also displayed for parents to see what the children are taking part in during the day.

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

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children display a positive attitude towards healthy eating. Menus are healthy, balanced and varied and children are involved in cooking activities to build upon their knowledge, such as making their own pizzas to share with their friends. In addition, children help to plant and care for a variety of flowers, vegetables and fruits. Children demonstrate good understanding of healthy lifestyles. They follow good personal hygiene routines and enjoy very frequent access to the outside play area in all weathers. Children also enjoy regular walks within the local community to the park and library.

Children settle well into the nursery, which is bright, spacious and invitingly decorated so that they, and their parents, feel welcomed. Positive engagement by the key person and lots of spontaneous praise and encouragement from staff throughout the day, help to develop children's confidence so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. Younger ones freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources. Most older children are very sociable and independent and confidently engage with staff and their peers, with staff patiently but firmly reminding some when they become a little over excited or challenging. Throughout the nursery, children are supported in their social skills so they learn how to play together, share toys and take turns. Older children competently pour drinks and serve themselves food and snacks, with staff on hand to offer support.

Staff spend time getting to know the children and their families. They form secure attachments with kind and caring staff, resulting in their emotional well-being being supported well as children talk with ease to staff about any concerns they may have. For example, children are given time when they initially join the setting to develop relationships with the staff team and their key person during the gradual settling-in process undertaken. Transitions through the nursery room are at the child's own pace and not age related. Children often wait for their friends and peers before making a move to another room. All children join together during the day, which helps them to become familiar with other areas in the nursery and staff.

Children's safety is of a high priority to staff and they effectively support children's growing understanding of how to stay safe. For example, children participate in regular fire evacuation drills and learn about road safety when walking in the local community. All children benefit from the strong transition procedures and links the nursery has developed with local schools to support their move to school. This includes, detailed information sharing between the two settings, visits from teachers and visits for the children to their new school. This ensures children's individual needs are being met and helps to ease the transition process.

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

Children are well-safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass these on effectively. An effective 'safeguarding children' policy is implemented and practitioner's knowledge of safeguarding children is fully up-to-date. Thorough risk assessments are conducted and include everything with which a child may come into contact. Safeguarding features highly in induction and at the regular staff meetings and all staff have attended external training. All necessary information is displayed in each room as well as a very informative display on the parent's noticeboard. Other procedures to further protect children, such as, the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Visual and written records, such as risk assessments and daily checklists, support and ensure that good standards of health and safety are maintained, both indoors and outdoors.

The leadership and management of the nursery is strong. The owner has a positive vision for providing a high quality service and she is fully committed to reflective practice and engaging the views of staff and parents to achieve this. The owner carries out regular monitoring of the educational programme to offer support and guidance. Some performance management systems are in place, such as, one-to-one meetings, team meetings, induction procedures and annual appraisals. However, there is scope to develop these further through the use of peer-on-peer observation. This would ensure that the already good quality teaching is continuously monitored and information gained is used to shape staff's professional development in the future.

Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. There are identified members of staff who take responsibility for key roles within the setting, such as, safeguarding, special educational needs and behaviour management. This ensures the staff team are provided with detailed information and support when required. The staff team's motivation and self-confidence are well-developed and they all actively strive towards improving the setting for all the children who attend. This clearly demonstrates the provision's capacity to continually improve.

Partnership with parents is strong and parents comment on the positive support and approachability of all staff. The settling-in period is well-organised so that key persons get to know children and their parents and share important information about their individual needs. Parents receive good quality information about the provision through the use of noticeboards and newsletters. They are kept informed of children's daily progress through regular feedback from staff and by sharing the daily diary. Staff understand and work in partnership with other professionals and settings children attend to support their transitions and to promote continuity in their care and learning. They communicate effectively with local schools to complement children's learning and to ensure progression.

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

Unique reference number	EY309893
Local authority	Birmingham
Inspection number	911462
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	90
Name of provider	Kamlesh Rani
Date of previous inspection	11/11/2008
Telephone number	07786 513 565 or 0121 476 0567

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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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