

Kiddies Day Nursery

Bonds Lane, Garstang, Lancashire, PR3 1NS

Inspection date

Previous inspection date

06/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and are delivered by staff, who have very high expectations of themselves and children.
- Key persons are highly skilled and sensitive and help children to form strong emotional attachments and feel very secure within the nursery.
- Children have access to an extremely stimulating nursery, both indoors and outside, which effectively supports them and promotes their learning.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Partnerships with parents, external agencies and other providers are very effective and contribute to ensuring that children's needs are quickly identified and met effectively.

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.

Inspection activities

- The inspector observed activities in the main playrooms and outside.
- The inspector held meetings with the manager and talked to the members of staff during activities.
- The inspector looked at a sample of children's learning records, a selection of policies, risk assessments, staff qualifications and suitability records.
- The inspector also took into account the views of parents spoken to on the day of the inspection and from the questionnaires.

Inspector

Wendy Fitton

Full Report

Information about the setting

Kiddies Day Nursery is an established nursery and registered again in 2012 under a limited company status. The nursery is registered on the Early Years Register. It is situated in the Garstang area of Lancashire. The premises are purpose built and single storey. The nursery serves the local area and is accessible to all children. There are fully enclosed gardens and outdoor play areas.

The nursery employs nine members of childcare staff, including the manager, all of whom hold appropriate early years qualifications at level 3 to 6. The manager has Early Years Professional Status. The nursery opens Monday to Friday, all year round, apart from bank holidays and Christmas week. Opening hours are from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- develop even more creative strategies to involve parents, who may be more reluctant to engage in their children's learning at home.

Inspection judgements

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

Children thrive and are well motivated to learn in this extremely high quality nursery. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. The exciting, stimulating and extremely well-organised environment, both indoors and outside, ensures that all children make rapid progress towards the early learning goals. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. As a result, children are exceptionally well prepared for school and their next stage of learning. Children feel extremely secure and comfortable with routines and the superb close relationship with their key person. They respond to appropriate boundaries with dynamic encouragement and support. Children fully engage in their activities and experience rich, varied and imaginative learning opportunities. They rapidly develop and progress towards the early learning goals.

Babies make relationships as they show interest in the activities of others and they

interact and explore new situations supported by their key person. They become self-confident and self-aware as they learn that their voice and actions have effects on others when showing that they are happy and content. Babies have a strong exploratory interest as they investigate the treasure baskets and explore different textures and materials. Staff repeat sounds and words to develop babies listening and attention skills. Babies respond to the different things that are said when they look in the mirror with their key person and point to their nose. Staff value babies attempts at words. They share familiar toys and objects to support their communication and language skills through repetition of single words. Babies have excellent opportunities to develop their physical skills. They are supported to move, reach and grasp for toys to support their crawling movements. Staff introduce vocabulary to children, so they can talk about their experiences and observations. They skilfully question children to extend their ideas and thoughts. Children explore and investigate a range of media and materials. For example, sand, water and jelly. They learn about the natural world in the outdoor environment as they discover mini beasts and engage in digging, planting and growing.

Children are well supported on excursions into imaginary worlds and participate in drama sessions that stimulate their interests. Therefore, they become confident to express themselves, cooperate with other children in a group and build up their self-confidence. Staff involve children in strategies to work out solutions to problems. For example, when rolling the bobbin down the drain pipe to consider, 'what can we use to roll through the tube'? Staff model and encourage the use of mathematical language during all routine activities. Children calculate how many forks and spoons they need for the number of children on their table. Staff talk about opposites, next to and behind. Children are very confident and self-aware. This is because staff encourage them to talk about what they are learning, they value their ideas and support children to feel good about themselves through lots of positive praise, rewards and encouragement.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan the learning programme, utilising the information gathered from parents on children's entry. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and a record of learning that is first class. Staff have a wealth of knowledge of every child's current and future needs. All children are working extremely well, within the typical range of development expected for their age and their starting points. Staff are highly skilled and have an excellent understanding of how children learn. They are exceptional in supporting children's progress.

Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents talk on a daily basis either before or after a session. A wealth of information is displayed and distributed continually, keeping parents informed about the Early Years Foundation Stage. Highly successful strategies engage the majority of parents in their children's learning at home. Further systems to promote the involvement of all parents are currently in the process of being established. For example, they are invited to attend sessions, giving information about children's development and ideas to enable them to support their children in their next steps in learning. As a result, excellent relationships are actively contributing to children's learning and progression.

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

The key person system is highly effective and well embedded, which helps children to form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Children select resources independently and learn to plan and initiate their own learning as they explore the high-quality resources and activities provided both inside and outdoors. As a result, children learn the dispositions, attitudes and skills they need for future learning. Children are well settled because staff have an excellent understanding of their needs, through 'All about me' information provided by parents on entry. Children confidently seek reassurance and support from staff if they need help or comfort. Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day to day routines and understand the procedures in place to ensure that they are kept safe. For example, they know to take care when playing on large equipment and not to run around in the playrooms. They understand about the importance of keeping safe in the sun and know to wear hats and protection cream.

Children learn to behave appropriately and staff are enthusiastic role models, who help and support children to understand what acceptable behaviour is. Relationships are exemplary and children learn about expected behaviours and respect for each other. Through children's play, staff encourage turn taking and help children to share ideas and build upon them during their play. The use of puppets and role play items encourage communication. This practice supports children in managing their own feelings and behaviour towards others. Staff consistently praise and encourage good behaviour and recognise children's achievements by displaying their own work and photographs around the playroom. This supports children to feel good about themselves and feel welcome and secure. Children's interest is ignited through the inspirational activities and themes that cover feelings and behaviour. There is first class information sharing with parents to identify any issues. Children demonstrate through routines that they have an excellent understanding of the importance of regular exercise, a healthy diet and attending to their own personal needs. Activities with staff are organised and children are encouraged to understand about the effects of exercise on their bodies and why activity is important to be healthy. Healthy eating is always on the agenda with home-cooked food prepared on the premises and children are actively involved in the preparation of lunch, tea or snack. Lots of independence is promoted during meals and snack times with children pouring drinks, setting the table, chopping fruit, buttering crackers or making their own smoothies. Parents and grandparents are also encouraged to attend for lunch on certain occasions to sample some of the healthy meals on offer and enjoy the social occasion. Physical exercise is positively promoted on a daily basis and includes music and movement, climbing and balancing.

Quality teaching highly motivates the children. There is a comprehensive focus on the prime areas of learning with a very sharp focus on self-help skills and independence through choices. Parents are extremely happy and comment very positively about the care their children receive. They talk about the key features they recommend to other parents.

For example, they feel that the nursery promotes a small family environment, that children are well prepared for school and their next stages of learning, that there are good outdoor areas and a very happy atmosphere with a good balance of routines and informal structure. As a result of exceptional relationships, children's needs are given the utmost priority and they experience smooth transitions in their learning.

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

Leadership is inspirational and self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement. The process for self-evaluation within the nursery incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families, thus, making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice through the quality award programme. This is achieved through, high quality systems for professional supervisions based on staff's self-appraisals and discussions during meetings with the manager. The system of evaluation of staff performance through peer observation is robust and fully encourages staff's continued professional development, in order to learn through honest and critical reflection.

All staff prioritise children's safety and have an excellent awareness of safeguarding issues and the procedures to follow and who to contact in the event of any concerns. The managers has excellent systems in place to ensure that all staff update their mandatory training in first aid and encourage staff to access further training, in order to update their already first rate practice. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Accurately maintained records also ensure children's welfare is meticulously protected. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems ensure that all adults working with children are suitable to do so. There are effective systems to monitor staff's ongoing suitability and regular meetings and observations from the manager ensure that this practice maintains children's safety and well-being. Extensive support and liaison with a wide range of professionals has enabled staff to implement the Early Years Foundation Stage with confidence. As a result, they have an accurate understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. Staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of

activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how they learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. Children are extremely well prepared for reception class in key skills and prime areas. Teachers from local primary schools engage with the pre-school children prior to their entry to school. This practice helps to build up a relationship with them and identify learning needs. As a result, there is consistent, secure support for children with any special educational needs and/or disabilities and therefore, no child is disadvantaged.

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	EY457672
Local authority	Lancashire
Inspection number	895948
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	40
Name of provider	Kiddies Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01995 601 613

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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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