

Karen's Kindergarden

141 Springthorpe Road, BIRMINGHAM, B24 0SP

Inspection date

20/05/2013

Previous inspection date

19/05/2010

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

- Children's individual needs and areas of learning are well met because staff plan a wide range of interesting learning experiences that reflect children's interests. There is a good balance between child-initiated and adult-led activities which staff use to observe and assess children's progress.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's 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. This keeps parents well informed about their child's progress and enables them to share ideas for supporting children's learning further.

It is not yet outstanding because

- There is scope to further enhance systems used to monitor and track children's learning to clearly highlight the next steps in their development to ensure they make continuous progress towards excellence.
- 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 practitioners' 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed children's progress with their key person and also observed activities in the baby, toddler and pre-school rooms and outdoor play area.
- The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector held meetings with the owner and her deputy and also spoke to parents during the inspection.

Inspector

Patricia Dawes

Full Report

Information about the setting

Karen's Kindergarden was re-registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted commercial premises in Birmingham, and is managed by a limited company. The nursery serves the local and surrounding areas and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. All of these hold appropriate early years qualifications at level 2, 3 and 6, including one who has Early Years Professional Status or Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 72 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance existing systems to better monitor and track children's progress to clearly highlight the next steps in their learning
- 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 practitioners' 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 understanding of how children learn and develop. They have updated their knowledge in line with the new framework and adapted their systems for observing children's progress. They liaise well with parents at the start to gain as much knowledge as they can to plan for children's individual interests. Transition between rooms is well managed, with children's up to date assessments following through with them. Staff in each of the rooms discuss their observations and share their planning so all are involved

and knowledgeable about how to support each child. Regular, spontaneous and photo observations staff complete capture significant moments, as well as more detailed observations. However in some rooms these are not always used effectively or routinely to build on children's assessments and progress to clearly further highlight their next steps. This means that, occasionally, some children's individual learning is not fully promoted. Staff work with parents to help children with English as an additional language to improve their speech. Parents have given staff familiar words in a child's language to help him settle and make progress. Children with special educational needs and/or disabilities are supported by Individual Education Plans and other professionals as required.

Staff members join children in their play throughout the day, readily conversing with them to stimulate children's interest and foster their developing language skills. Regular singing of nursery rhymes and songs as they tidy away toys or wait for meal times captures their interest. Staff engage well with the children to encourage their interest and make learning fun and use suggestions and questions to challenge their thinking. Staff are relaxed and supportive of children and know them well. They regularly take small groups of their key children to a quiet area where they share in a particular activity, such as story time or outdoor play. Children are developing an interest in nature as they dig in the soil outside and look for insects and worms or help to plant and tend the flowers. Children engage in imaginative play using small world resources to become a pirate and hunt for treasure or run away noisily from the witch in the garden and hide away in the tent. Children get to know their local community as they take trips out to visit elderly residents in a care home, taking them gifts and listening to their stories of the past.

Children are cared for in a bright and inviting learning environment and have easy access to a wide range of resources, both inside and outside, to interest and engage them. There is a basic routine to each day with a planned activity, such as a session where babies mark make in gloop or play with shredded paper. Children are encouraged to freely explore their environment and initiate their own play. Younger ones splash in the shaving foam, clapping their hands and giggling with delight. They examine themselves in the mirror or explore the varied contents of the treasure baskets. Older ones enjoy hand printing and making shapes with the play dough or happily use their imagination to create their own tea party. There are different resources and games for encouraging number and shape recognition as children concentrate as they build towers, match colours and use the weighing scales. Children's artwork is displayed around the rooms and accessible resources enable children to confidently make their own choices.

Parents are involved in their children's learning both at home and in the setting. Educational programmes are displayed on a board and they were informed of the revised changes to the Early Years Foundation Stage in the monthly newsletter. The use of book bags encourages parents to read to their children at home.

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

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 helps to

develop children's confidence so they feel secure and try out new things. 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. Individual routines are recorded in the baby room and staff ensure that these are carried out until children naturally settle into the nursery routine, aiding their transition.

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. 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. Behaviour is good and staff offer praise, encouragement and support for every achievement, no matter how small.

Children's health is well supported through attention to daily routines, like nappy changing, while others are developing their own self-care skills as they independently access the toilet and wash their hands. Healthy eating has a high focus at this nursery where children enjoy a very nutritious and varied menu and daily healthy snacks. All of these are prepared daily on site by the cook. Older children competently help themselves to snacks with staff on hand to offer support. They all have access to their individual water bottles during the day. Children are active and enjoy playing outdoors on a selection of appropriate equipment, they learn to take safe risks as they negotiate and manoeuvre resources, such as trikes and scooters. Play activities throughout the day, such as dancing to music tapes or enthusiastic participation in physical activities outdoors, provide opportunities for exercising limbs and having fun.

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. 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 parents' notice board. 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.

There are robust recruitment and selection processes in place to ensure the suitability of the staff. There is a comprehensive procedure for the induction of new staff to ensure they are fully informed and supported by an identified member of staff as they settle in. 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 to ensure that the already good quality teaching is continuously monitored. Information gained is used to shape staff's professional development in the future.

The leadership and management of the nursery is strong because the manager understands the requirements of the Early Years Foundation Stage. 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. She regularly monitors the nursery to ensure the educational programmes are helping children make good progress. The management team show they value their staff and encourage them to share their views and opinions openly in an environment of trust and respect. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice.

Partnership with parents is strong and parents comment on the positive support and approachability of all staff. An informative display board, parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussion with staff. 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.

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	EY401187
Local authority	Birmingham
Inspection number	913555
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	72
Name of provider	Karen's Kindergarden Ltd
Date of previous inspection	19/05/2010
Telephone number	01213776727

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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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