

Kangaroo Pouch Day Nursery

Elm Terrace Clinic, Elm Terrace, Tividale, OLDBURY, West Midlands, B69 1UH

Inspection date

28/05/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The effectiveness of the partnership with parents is underpinned by two-way communication, ensuring that parents are well-informed at all times. The effective partnerships with other providers ensure that children are prepared for their transition between the setting and school.
- Staff have a good understanding of promoting children's learning through stimulating and challenging activities. As a result, children make good progress.
- Children are forming close attachments and are well behaved because they are fully aware of the boundaries and expectations for the nursery.
- Effective supervision and monitoring enhances staff performance. The self-evaluation process includes all stakeholders and promotes improvements that bring about effective changes to further benefit the children.

It is not yet outstanding because

- There is scope to further enhance friendships between babies and older children, for example, through planned outdoor play times.
- There is scope to enhance children's sense of feeling safe during changes to their routines, such as when there are visitors in the nursery.

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 took account of the views of children and parents spoken to and observed on the day.
- The inspector observed activities in the main indoor play areas and the outdoor areas.
- The inspector held meetings with the manager and held discussions with the staff.
- The inspector scrutinised a range of documentation; assessment records, evidence of staff suitability, policies and procedures, self-evaluation documentation, children's information sheets and the risk assessment records.

Inspector

Mary Henderson

Full Report

Information about the setting

Kangaroo Pouch Day Nursery was registered in 2012. 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 converted health clinic in Tividale, Oldbury in the West Midlands, and is one of two nurseries managed by a private provider. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 4 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and 4. The nursery opens Monday to Friday all year round. Sessions are from 7.30 am to 6pm for 50 weeks of the year. The nursery is closed on bank holidays and for two staff training days in the year. Children attend for a variety of sessions. There are currently 13 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 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:

- plan to increase the times when babies and older children can be together, such as shared outdoor play times

- enhance children's awareness of feeling safe and secure further by preparing them for changes in their routine , such as the arrival of visitors to the setting.

Inspection judgements

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

The staff provide a range of interesting and challenging opportunities to extend children's learning and development. This is fostered through adult-guided and child-initiated play times that support children's identified interests. Older children's communication, language and numeracy skills are promoted very well by the staff because they make good use of all opportunities to extend children's learning. For example, as children mix ingredients for their own dough, the staff talk to them about how many spoonfuls of flour and water are needed, such as one more or two more to adjust the consistency. The staff use open questions during a variety of activities to extend the children's learning about language and communication. While doing so, the staff also use sign language with all the children, so they can make connections and have a go themselves.

The children are able to express their thoughts and opinions and confidently ask questions and make requests as they play. For example, during outdoor play in the rain, they talk about puddles and seek assistance with filling the buckets, from their own water butt. As they empty these, they jump with excitement and gusto, splashing and kicking the water about and repeating the activity as they wish. Staff working with the toddlers give them the confidence to 'have a go' as they demonstrate how to blow bubbles. Children look on in awe as the bubbles fly away into the sky. They then have a go themselves, showing great pride in their achievements as they laugh and giggle and count the bubbles around them.

Babies are supported very well in exploring their indoor play space, as the staff play musical games with them, and talk to them all the time about what is going on around them, thereby encouraging their early language skills. During snack and meal times, the babies and older children come together to socialise with one another, thereby building strong friendships. However, the staff do not always plan for babies and older children to be together during other times such as when older children go outside to play to enhance the opportunities for younger children to learn from the older children and gain in confidence.

Older children's physical skills are developing particularly well because they are able to make choices about being indoors or outdoors in all weathers. The staff support children's skills in understanding the world because they provide a broad range of equipment and opportunities. For example, the children can climb and balance, run around on the grass or dig in the soil for snails and worms. This helps all children to achieve expected levels of development and to gain the necessary skills in readiness for school.

All children enjoy a good range of outings to places of interest. This includes local walks to notice the nature around them and visits to the library to make choices about books to take back to the setting. While out and about, the children notice a phone box and talk about this with the staff.

The staff have developed a good underpinning knowledge of the revised Early Years Foundation Stage. They undertake observations and assessments which are based on children's initial starting points, thereby leading to meaningful identification of the next steps in their learning and development. These are then used to ensure children are making good progress and to identify any gaps where children may need support. Staff involve parents in children's learning through discussions and opportunities to provide them with written information about their child's progression in the setting. Parents are also encouraged by their child's key person to support their child's learning at home.

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

The staff promote positive relationships and attachments with all children. They ensure that the children settle in well when they start at the setting. This is further supported through good one-to-one support sessions between children and their key person. The staff manage children's behaviour through the good use of meaningful specific praise and

through discussions about the behavioural choices they make. As a result, children behave positively within their secure environment. Transitions between the setting and other settings and the school are suitably fostered. This further supports children's personal, social and emotional development thereby enabling the children to feel safe and secure in their environment. However, the staff do not always introduce all visitors to the setting to the children, in order to enhance their feelings of security during such changes to their routines. Children show good levels of physical confidence and are willing to take risks, for example, they confidently hold on to the banister to climb the stairs to the raised decking and they climb the grass embankment with confidence and pride. Staff supervise from a distance, ensuring children's safety while not unduly inhibiting their risk-taking skills, but instead praising their efforts to encourage them to 'have a go'.

Children demonstrate that they are happy because they smile frequently, giggle and chat with adults and peers and run around with their friends in the outdoor play areas. The children's own work and photographs of activities enjoyed are displayed for them and their parents, thereby fostering a good sense of belonging to the setting. Children's sense of belonging is further fostered because their key person displays photographs of each child's family and pets. Partnerships between the staff and parents are strong because there is two-way sharing of verbal and written information thereby ensuring children's needs are identified and met each day. Children learn about a healthy lifestyle as they wash their hands before eating and after visiting the toilet. Opportunities for physical activity and exercise are promoted well because children spend time outdoors each day. Their healthy lifestyle is further promoted because they self-serve their own snacks and meals and talk about the healthy choices they make.

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

The management and staff are very clear about their responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. The management and staff meet together to review practice, and how best to support the children attending. Staff have a good understanding of the learning and development requirements. As a result, they are able to accurately assess and monitor the educational programme including the planning, to ensure that children make good progress and there are no gaps in their learning and development.

The staff are very knowledgeable about the child protection policies and procedures to be followed in the event of a concern. Rigorous recruitment and induction procedures ensure that adults working with children are suitable to do so. All staff receive supervision monitoring sessions from the manager to identify where support is needed to improve their performance that will benefit the children. Regular management and staff meetings are held to review practice, and how best to support the children attending.

The management and staff work well as a team and with parents, to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journey documents which helps them know about their child's achievements and progression over time. Parents have free access to the policies and

procedures of the setting. The parents comment positively about the close attachments their children have with the staff, flexibility of the provision as a whole and the good range of resources. They praise the work of the key persons in supporting their child and the family both at the setting and in the home environment. Partnership working with other agencies ensures children's needs are identified early and met. Self-evaluation is robust and includes input from management, staff, children and their parents. The improvement plan in place identifies and ensures that all children on roll fully benefit from all further changes.

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	EY452348
Local authority	Sandwell
Inspection number	893875
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	13
Name of provider	Kangaroo Pouch Limited
Date of previous inspection	not applicable
Telephone number	01384671499

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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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