

# Kangaroo Pouch

Hateley Health Resource Centre, 70 Clarkes Lane, WEST BROMWICH, West Midlands, B71 2BU

<b>Inspection date</b>	28/03/2013
Previous inspection date	29/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are able to form secure attachments with their key person due to flexible settling-in sessions. This helps them to settle quickly and develop their self-esteem and confidence.
- Partnerships with parents, carers and other professionals are being established and make a strong contribution to meeting children's needs.
- Children are safeguarded as staff have a sound knowledge and understanding of their roles and responsibilities towards child protection.

### It is not yet good because

- Staff's observations and assessments of children's progress are inconsistently completed. This occasionally results in some learning experiences that are not fully matched to children's needs.
- Children's well-being is not fully embraced as staff limit opportunities for children to develop their self-care skills with routine activities.
- Self-evaluation is not sufficiently robust. Plans to implement identified targets and maximise continuous improvement are not shared with parents and carers.

## 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 children's activities throughout the nursery.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at documentation including staffing information, children's records and learning journals, and a selection of policies and procedures.
- The inspector also invited the opinions of parents and took into account their views.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

Kangaroo Pouch nursery was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two storey building in West Bromwich. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 62 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.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- extend challenging experiences for children across all areas of learning and development by: using robust observation and assessment of children's learning to identify their next steps; planning for individual children and precisely monitoring their progress to ensure their learning needs are met.

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

- review and more accurately target self-evaluation so that it effectively highlights areas for improvement and takes into account the views of parents and children
- promote further children's self-care skills and independence at meal times by, for example, providing them with the opportunity to take responsibility for carrying out small tasks, such as pouring their own drinks and serving their own food.

## Inspection judgements

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

The majority of staff are increasing their knowledge of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. As a

result, children make satisfactory progress in their learning and development. The manager provides advice and guidance to the staff, and is currently preparing a revised educational programme to ensure consistency of effective teaching practice is in place. Currently, observations and assessments of the children by some staff are not sufficiently robust or completed regularly enough to consistently identify clear next steps. As a result, some activities do not provide significant challenge or extend children's learning and development based on what individual children already know and can do.

Suitable arrangements are in place to encourage parents to share information about their child when they first attend. A baseline summary is completed by staff when children first start helps them to find where they are in their learning and have a base to work from. Parents are encouraged to look and comment on their children's learning journals. As a result, parents have opportunities to be involved in their children's learning in their preparation for the next steps in their learning, such as starting school.

Children are confident and enthusiastic learners as they ask questions of staff, and older children show care and consideration to the younger ones. For example, resources and equipment are easily accessible to support their development across the seven areas of learning. Children enjoy choosing the different activities within the zones around the rooms. They select different coloured paints to create a picture, or sit on comfy cushions in the book area to look at books. Children are able to independently find paper and pens to mark make as they write a letter for their parents as they develop early writing skills. Staff extend this activity as they find an envelope for the child to post the letter.

Children act out real and imagined experiences with appropriate support from staff. The boys particularly enjoy anything relating to 'pirates'. They show excitement in looking through the suitcase for the dressing up clothes, "I am Captain Black Beard he is a bad pirate" said one, while another was "Captain of the sea." Other children enjoy using their imagination as they collect and use large boxes to make boats to sit in while they sail away.

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

Children and their parents receive a warm and friendly welcome from staff on arrival at the nursery. Flexible settling-in procedures ensure children easily separate from their parents. For example, staff know the children and obtain information from their parents about their likes and dislikes through an 'all about me' form. Each child's key person effectively supports children's individual needs because they work closely with parents. Staff are warm and caring, which helps to promote children's confidence and sense of belonging. For example, babies and younger children are able to see photographic displays of their family and other special people which are accessible at their height. As a result, transitions for the children from home to nursery are handled with sensitivity and care.

Children learn about healthy lifestyles through activities where they take part in yoga and exercise sessions. The outdoor area provides regular opportunities for children to access fresh air on a daily basis in order to promote their health as they develop an

understanding of the benefits of fresh air and exercise. Children enjoy being active, running around and developing their balancing skills on the 'plank' as they jump off at the end.

Children learn about personal hygiene as they understand why they wash their hands before food and appropriate times during the day. However, there is scope to improve opportunities provided for children to develop their self-care skills. For example, tissues and water bottles are kept out of children's reach, and they are unable to pour their own drinks and serve themselves at meal times. Children enjoy a variety of freshly prepared snacks and meals from a seasonal menu. Attention is given to ensure these meet specific individual dietary requirements, such as no dairy or vegan meals.

Children behave well as staff are positive role models, giving clear guidance of what is expected. Daily routines help children to gain a sense of order and know what is happening next. For example, all children enjoy the responsibility of carrying out small tasks, as they tidy away equipment when the special 'tidy-up' music comes on. These activities help prepare children for their transition to school. Children learn about safety as they take part in regular fire drills and know not to run indoors.

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

Children's welfare is adequately protected as staff have a suitable understanding of safeguarding procedures and regularly attend training to update their knowledge. A detailed policy is displayed to ensure staff are aware of their responsibilities and the procedures to follow should they have any concerns about children's welfare. Suitable recruitment and vetting procedures ensure all staff employed are suitable to work with children and this includes a Disclosure and Barring Service Check for all staff. Most of the staff have a childcare qualification and they are also encouraged to improve their skills further through attending short courses. These include food hygiene, safeguarding and first aid. Consequently, children can be provided with appropriate care if they become ill or a medical emergency occurs. Appropriate systems are in place to keep children safe from persons who may not be vetted. For example, all visitors are required to sign into the visitor's book and staff check their identity, which further safeguards children. Children are appropriately supervised at all times. Risk assessments and daily checks carried out by staff ensures children's safety and minimises potential hazards, so they are able to play safely. For example, children are unable to access the kitchen area.

Staff work well with parents, external agencies and other settings to ensure that all children receive appropriate support in order to promote their learning and development. Parents receive daily, verbal information and a regular 'progress summary'. This is carried out twice a year by their child's key person and helps parents be involved in their child's learning. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. They comment on the welcoming and friendly environment and express their satisfaction with the informative display board and good communication. Staff know about establishing partnerships with other settings to share information and they have a sound knowledge of the importance of partnership

working.

Most staff have a suitable understanding in meeting the learning and development requirements and receive regular support through monitoring from the nursery manager. Regular team meetings and staff supervision helps to identify further areas for staff development. The nursery is currently reviewing and updating some of their paperwork in regard to how they record observations and assessments and fully intend to continue to develop this further. For example, the procedure for recording observations and recording information in children's learning journals are being monitored to make sure that each member of staff fully understands and implements them to meet children's needs. The self-evaluation process has room for improvement to develop a process to monitor the effectiveness of the setting. This is not fully consolidated as currently, staff do not regularly consult with parents and children to fully capture their views to promote ongoing improvement.

### **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
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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>	EY434616
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	910607
<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>	52
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Kangaroo Pouch Limited
<b>Date of previous inspection</b>	29/05/2012
<b>Telephone number</b>	0121 505 2232

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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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