

# Kinder Kids Day Nursery

36a Holyhead Road, Wednesday, West Midlands, WS10 7DF

## Inspection date

19/06/2013

Previous inspection date

07/02/2013

## 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 make good progress in all aspects of their learning and development, supported by intuitive staff who have high expectations of what children can learn and do.
- Staff use effective questioning techniques to promote children's thinking and reasoning skills.
- Children build very strong relationships with the staff, seeking them out for emotional support and inviting them to join in their games and activities.
- Partnerships with parents, carers and other professionals are highly effective in promoting consistency in children's learning and development, preparing them well for the next big steps in their lives.

### It is not yet outstanding because

- There is scope to develop the outdoor play area to promote free choice and encourage children's spontaneous exploration in the outdoor environment as effectively as indoors.
- Staff have not fully explored their use of non-verbal systems, such as signing, to further promote children's early communication skills, particularly where English may be an additional language or when spoken language is still emerging.

## 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 observed activities and interaction between staff and children in all of the care bases, undertaking a safety inspection of the provision, indoors and outside.
- The inspector spoke with staff, children and students at appropriate times during the inspection.
- The inspector spoke with the owner/manager and conducted joint observations with her.
- The inspector took account of the views and comments from parents spoken to as part of the inspection.
- The inspector examined a range of documentation including risk assessments, records to assess staff suitability and qualifications, children's records, policies and procedures and children's developmental records.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Kinder Kids Day Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in renovated premises in Wednesbury in Sandwell and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from a self-contained suite of rooms on the ground floor of the building. There is an area available for outdoor play, which can be secured.

The nursery employs three members of childcare staff. Of these, the owner/manager holds an early years degree and other staff hold relevant early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group. The nursery supports children who speak English as an additional language and 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:

- complete the work on the outside play area to extend children's exploration and discovery play so that they can learn and develop spontaneously in the outdoor areas as effectively as they do indoors
- extend opportunities for communication and language development by supporting children further in using a variety of non-verbal communication strategies, including signing, where appropriate.

## Inspection judgements

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

Children continue to make good progress in this caring and family-oriented setting. Their emotional security is particularly well promoted. Staff know their key children very well, using close observation to identify children's needs and plan appropriately. For example, children who show a desire for feeling secure in enclosed spaces, have ample opportunities to play with large cardboard boxes and pop-up tents. Staff intuitively adapt routines to take account of this as story time is delivered from the tent, with children predicting the next stage in the familiar stories. Students are supported in developing their skills in this, as they use their voices well, intonating effectively to maintain children's

interest. Other students help babies and toddlers to settle after lunch as they are lulled to sleep with songs and lullabies in a restful, calming environment.

Children pay staff a great compliment as they invite them to join in their play. Hairdressers attend to adults' hair and giggles ensue as the rollers get tangled. Budding ballerinas, doctors and builders develop their skills, gaining co-ordination, rhythm and the rudiments of engineering, construction and healing through the vast range of resources available. Children's imaginative play and thinking skills are further supported as staff ask pertinent questions and extend their vocabulary. Children test staffs' heartbeat and are encouraged to consider how fast or slow the beat is and why it is important to have a heartbeat. They learn words, such as 'temperature' and 'stethoscope', and discuss the use of bricks and concrete in the building, developing their language and communication skills. They chat confidently with each other and the staff as they organise their own play. There is some use of pictorial timetables to help children with developing language skills to understand routines and expectations. Staff are aware of sign language, such as Makaton, but have not fully considered its use in further supporting communication and language, or how this can play a significant part in helping children gain such skills for the future.

Children hone their physical skills as they crawl, pull to standing and take first steps with support. Opportunities to engage in such activities outside is currently limited due to the layout of the setting. The provider is seeking ways of addressing this although regular visits to a nearby park enable children to run, climb and explore actively.

Staff refer to their observations and assessments to identify any child requiring additional support in order to achieve. They work closely with parents and carers, preparing children for key transitions in their lives, such as moving to nursery class or school. They work sensitively to reduce young children's reliance on the use of dummies and comforters and meet with staff from other settings to ensure consistency for the children as they progress in their early education. Parents are involved in children's learning as the Early Years Foundation Stage is explained to them as well as how their support at home can help their children's learning and development.

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

Children are very settled and secure as they relate positively to their key persons. They are supported by the good role models shown by the adults, promoting positive behaviour as they start to make better choices about their actions. Staff also support parents in addressing some behaviours, offering advice and guidance on some developmental behaviours, such as biting, to reduce anxiety and address such concerns swiftly. Children are developing their relationships with each other, forming firm friendships and playing together. Where some younger children display parallel play, staff encourage them to start noticing what other children are doing, whilst still respecting older children's need to organise their own play too.

Children gain an awareness of their own safety and that of others. Staff sensitively remind them about not climbing on the tables, offering opportunities to hone such skills on their visits to the nearby park. Older children use tools and equipment with care, particularly

developing independence as they now slice and prepare their fruit and snacks, an improvement since the last inspection. They manage the slope in the outdoor space with ease, developing their good health and exercise through active play. They tuck in to home-cooked meals, supported well by staff who encourage babies and young toddlers to feed themselves and use spoons and cutlery with dexterity. Children's dietary needs are discussed with parents at the start of a placement and updated regularly to ensure their needs are adhered to.

Children are well-prepared for the next steps in their learning as staff work closely with parents and carers. Children are supported in their toileting and self-care skills to gain further independence as they get ready for moving on to other settings.

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

The owner/manager has a firm understanding of the quality of teaching and learning that is evident in the setting. All staff and the students are involved in monitoring and assessing the quality of the provision and the experiences on offer to promote children's learning, development, safety and welfare. Planning and assessment is monitored closely to ensure that children's progress is accurately plotted and shared with parents and carers. This includes the information parents offer about what their children have done and learned at home, promoting their progress as a partnership between home, the setting and any other professionals which may be deemed necessary.

Staff have a very clear knowledge and understanding of their roles and responsibilities in safeguarding children. They attend regular training to update their awareness of child protection issues and maintain confidentiality at all times. Parents are aware of the action that would be taken through the informative policies and procedures in place. Thorough risk assessments are carried out for all activities and occurrences for activities both on and off the premises. The outdoor area is shared with other businesses accessing the site and staff take care to ensure that children are safe and secure when moving through the car park or accessing some outdoor play. Parents are reminded about their children's safety and security being their responsibility at times of arrival and departure on the car park, due to the proximity to the main road. The provider is fully aware of her role and responsibility in ensuring that staff recruitment and selection is rigorous. All staff undertake relevant checks including Disclosure and Barring Service checks, reassuring parents of staff suitability.

The provider involves all concerned in the drafting of the self-evaluation of the provision. Through recent observations, staff noted that the comfy quiet area had a mosquito net-style drape to offer a confined space for children to settle. This was noted as causing some hindrance for crawling babies and young toddlers and so a pop-up tent was introduced instead. This addressed the safety issues while still meeting the needs of children who preferred to feel enclosed when settling for stories or looking at books. Since the last inspection planning now takes account of extending opportunities to develop their independence in self-help skills. For example, they now use knives and other utensils to prepare and cut their fruit snacks. This demonstrates a clear commitment from the

leadership and management to continue to improve the provision and ensure that each child reaches their full potential, particularly as they prepare for their move to school.

### **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

<b>Unique reference number</b>	EY450257
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	923677
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Jayne Elizabeth Taphouse
<b>Date of previous inspection</b>	07/02/2013
<b>Telephone number</b>	07514173203

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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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