

# Kimberworth Day Care

Kimberworth Community Primary School, Kimberworth Road, Rotherham, South Yorkshire, S61 1HE

## Inspection date

Previous inspection date

08/07/2013

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 indoor and outdoor areas are rich with opportunities for learning. They are thoughtfully planned to allow children to explore and investigate, and as a result, they develop considerable confidence as learners.
- Children are happy and settled and show enthusiasm as they join in activities in small groups. They are equally happy to play independently with their favourite resources.
- Children enjoy their time as they play and learn in a caring supportive environment. The friendly staff team work hard to ensure that all children make good progress in their learning and development.
- Staff listen perceptively to children, skilfully questioning them during activities to enhance their learning and effectively promoting their communication skills.

### It is not yet outstanding because

- Opportunities are not always maximised to encourage parents to contribute to their children's ongoing learning and development, so that staff can take this into account when planning activities and fully extend children's learning towards excellence.
- The nursery has not fully made the most of the self-evaluation process by monitoring the effects of any improvements made to ensure these have been successful.

## **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 held meetings with the manager and lead teacher, and spoke to staff and children at appropriate times during the inspection.
- The inspector watched the children during indoor and outdoor play and the staffs' interactions with them.
- The inspector looked at a sample of policies, other documentation and children's development files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## **Inspector**

Catherine Mather

## Full Report

### Information about the setting

Kimberworth Day Care was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Kimberworth area of Rotherham and is managed by the local authority. The nursery serves the local area and is accessible to all children. It operates from a purpose-built building in the children's centre adjacent to the primary school and children have access to a secure enclosed area for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager who has Early Years Professional Status.

The nursery opens Monday to Friday for 50 weeks of the year and children attend for a variety of sessions. The nursery is open between 8am and 6pm and includes flexible sessions from 8am until 1pm. There are currently 52 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 further improve the quality of the early years provision the provider should:

- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- enhance the effectiveness of the self-evaluation process by monitoring and reviewing the effect of any improvement made, in order to ensure that it has the maximum impact on raising children's achievements over time.

## Inspection judgements

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

Staff have a very good understanding of the Early Years Foundation Stage and use this knowledge to effectively support children in their learning and development. As a result, children make good progress towards the early learning goals. The overall quality of teaching is strong, with some aspects moving towards outstanding practice. Children are

fully engaged with purposeful activities throughout the day because staff provide a highly stimulating and interesting learning environment.

There is an effective balance of adult-led and child-initiated activities. This means that children are able to enjoy free play as they follow their interests while also experiencing small group structured activities. Staff have a deep understanding of child development and how to effectively manage young children's learning. Children's communication, language and literacy skills are significantly enhanced because staff provide them with purposeful experiences, which actively contribute towards these skills. For example, children are very focused during an activity using 'beat babies' and they take turns to hold them and join in rhythmic songs. As a result, children are developing their concentration and understanding of sharing and turn taking, which prepares them well for the next stage in their learning.

The planning for children's learning and development incorporates their individual interests. There is a good balance of child-initiated and adult-led activities, which ensure children encounter a broad range of experiences across all areas of learning. There are effective systems in place for monitoring children's progress. The manager also tracks the whole group's progress so that any emerging gaps or differences, for example between boys and girls level of achievement, can be identified.

Children are extremely well supported in acquiring early reading skills. The indoor and outdoor environment is rich in print and children learn about words by looking at names, signs and posters. Children whose home language is not English are equally well supported as photographs and pictures displayed reflect their family backgrounds. Magazines, catalogues and writing in other scripts are positioned in the role play area. This means that children are able to see that writing for a purpose can be understood by others and this supports their early literacy development. Staff plan activities and experiences that take account of children's interests and skills. They promote children's learning through highly effective communication and interactions and so they make good progress. Staff help children to form letters and sounds through songs, rhymes, stories and everyday conversations. Older children sound out the letters of their name as staff help them to write on their artwork.

The outdoor area provides children with opportunities to explore and investigate, as they plant, grow and care for carrots, lettuce and flowers. They use their thinking skills as they consider why the leaves look limp. Staff support children to find ways to solve problems. For example, as children enthusiastically fill watering cans to water the plants they consider why their own bodies need water and what happens if they get too hot. Consequently, this supports their understanding of healthy lifestyles.

Assessment of children is effective and staff make observations and plan for individual children's learning and development using 'possible lines of development' sheets. Additional information is added as children's interests develop and change. Consequently, staff are able to adapt and introduce activities quickly to ensure that they meet the needs of children. All staff use relevant guidance documents to identify next steps in learning for each child. Children have individual learning and development files, which contain photographs, observations, tracking documents, samples of their work and written

assessments. The required progress check at age two has been completed and shows children are meeting the expected levels for their age across all areas of learning.

Staff obtain information from parents about children's starting points when they first attend the nursery. Parents say that they have full confidence in the ways that settling-in procedures are managed, when children start to attend. However, there is scope to improve opportunities to encourage parents to share and contribute to their children's ongoing learning and development, so that staff can take this into account when planning activities and fully extend children's learning towards excellence.

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

Children build strong relationships with staff as they are provided with genuine warmth and affection. They listen to children, value their opinions and quickly meet their personal needs. Therefore, children feel safe and secure, which gives them the confidence to explore the environment. Staff know children very well and they have a good knowledge of each child's background; children's awareness of equality and diversity in society is well promoted through planned activities and resources. For example, children use special writing equipment that gives an interactive experience in their home language and supports their personal, social and emotional development. Children display a strong sense of belonging in the nursery and behave very well. They understand what is acceptable and benefit from a wealth of praise, encouragement and compliments offered from staff, which has a positive impact on their self-esteem.

Children are independent in their self-care. They can access the toilet area themselves and they wash their hands after messy activities and before they eat. They choose when they have their snack and pour their own drinks. Children discuss the fruits, which they choose at snack time and know that these help to support good health. As they peel small oranges they notice pictures of fruit on posters in the snack area and say that it is 'the same orange'. Children sit together for lunch, supervised by the staff. These are social occasions and they chat to each other and discuss which vegetables they like as they help themselves to more carrots.

Children are confident and sociable as they choose from the resources that are available. They invite each other into their play as they wrap bandages around their legs. As more children join in they take on the role of 'patients' and 'doctors' and 'nurses', staff support children's imaginary play by making resources accessible. This means that children are able to develop their ideas while they are still fresh in their minds and important to them.

Staff are vigilant about safety, risk assessments are completed for all areas of the nursery. Older children learn how to look for potential hazards in the outdoor area and discuss these with staff. For example, as they position wooden planks on large tyres they tell each other to be careful and not to fall off. Children are also beginning to gain an awareness of their own and others safety, for example, as they take part in regular fire drills, so that they know what to do in the event of an emergency. Children's physical skills are well promoted as they also have access to the school hall and playing fields, where they can run around in large open spaces and enjoy activities in the natural environment. Displays

show children taking part in activities about the life cycle of butterflies, from the arrival of baby caterpillars to the release of butterflies in the field.

Transitions are well managed and children move between different areas within the nursery happily and confidently. This is because the nursery has effective transition procedures in place for children, including those moving on to school. They liaise with parents and pass on children's progress records to their schools and welcome visits from reception class teachers. As a result, all children have a secure foundation for their future learning and development which ensures that they are well prepared for school. The nursery has developed imaginative and creative methods to prepare children moving to other local schools. For example, a photographic book has been developed which shows different classrooms and areas of the school and includes the names of teachers. The nursery also liaises effectively with external agencies to ensure children receive any additional support they may need.

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

The nursery is led by an enthusiastic manager who motivates the caring staff team. They work well together and are dedicated to meeting the needs of the children who attend. The manager has a robust understanding of her responsibility in meeting the Early Years Foundation Stage learning and development requirements. A comprehensive range of policies and procedures are in place and contribute to the smooth running of the nursery. These are regularly reviewed to ensure that they meet the latest requirements. The manager regularly observes staff and they also observe each other and discuss strengths and weaknesses. Training and commitment to continuous professional development means that practice is continually improving. For example, the nursery has just completed the local authority 'Quality in Action Award'.

Children's safety is given high priority, staff ratios are always met. The organisation and deployment of staff is very effective, this means that activities are well managed and children receive good levels of attention. All staff have attended safeguarding, first aid and food hygiene training. They have a good understanding of how to protect children in their care and know the procedures they must follow should a concern arise. There is a clear safeguarding policy in place and the nursery takes their responsibilities to safeguard children seriously. Children's safety is further protected because risk assessments are in place and the staff are vigilant in undertaking ongoing visual checks throughout the day. All external doors are secure and access to the nursery is restricted with everyone entering been seen by the camera system. Fire drills are completed each term, which ensures that risks to children are minimised and they are familiar with evacuation procedures.

Overall the nursery's process of self-evaluation is detailed and effective. The views of staff, parents, local authority and children are considered and there is a clear picture of what the nursery wants to do to maintain improvements to the provision. Action plans are in place and reviewed on a regular basis. However, there is room to enhance the evaluation process by monitoring and reviewing the effectiveness of any improvements

made. This is so management know how successful they have been in raising children's achievements and so they can make further adjustments when necessary. Policies and procedures are comprehensive and regularly reviewed. Recruitment procedures are robust, with careful checks undertaken to make sure staff are suitable to work with children. Furthermore, thorough induction and a system of supervision and appraisals ensures staff's continuing suitability.

Several parents report that they are particularly happy with how the nursery has helped their child's communication and language skills, and that they have noticed a big improvement. Partnerships with external agencies are securely established and the nursery seeks support from the local authority and relevant health professionals. This results in children's needs being effectively met through a range of professionals, who all work closely together to benefit children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY342904
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	820761
<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>	70
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Kimberworth Community Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01709 740879

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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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Piccadilly Gate  
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