

Kiddies Corner Nursery Limited

66 Cleveland Avenue, Darlington, County Durham, DL3 7HG

Inspection date

16/07/2013

Previous inspection date

21/07/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The innovative use of the outdoor play areas highly motivates all children, who investigate and explore the environment with confidence and enthusiasm. Staff use the resources extremely effectively to support children's learning and play and as a result, they concentrate for long periods and are fully engaged in their play.
- Exceptionally good relationships with parents significantly enhance children's learning and development because staff promote the importance of the home learning environment. This results, in a combined approach to gathering records to identify the considerable progress children make.
- Children are exceptionally well-cared for by highly skilled key persons, who form secure attachments with all children. Each key person has an excellent knowledge and understanding of the children they care for and expertly support them to complete the next steps of their learning. As a result, children make excellent progress in relation to their starting points in this inclusive nursery.
- Children are extremely well motivated and readily engage in new learning experiences. Transitions to new rooms or learning situations are exceptionally well managed to support children's emotional well-being and feelings of self-confidence. Therefore, they accept change and settle very easily.
- Leadership is inspirational. The staff's excellent team work and outstanding levels of commitment in their roles enrich all the children's experiences and contributes significantly to the excellently smooth running of the nursery.
- Partnerships with external agencies and other providers are highly effective and contribute greatly to ensuring that children's needs are quickly identified and well met.

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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, completed a joint observation with the manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

Inspector

Eileen Grimes

Full Report

Information about the setting

Kiddies Corner Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large three storey detached premises in the West End area of Darlington. The nursery serves the local area and is accessible to all children. It operates from four main areas and there is a fully enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above.

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 95 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:

- develop further the already high standards of children independence and self-help skills at mealtimes.

Inspection judgements

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

Staff are highly motivated and enthusiastic early years practitioners, who have an excellent understanding of child development, the areas of learning and the characteristics of effective learning. They use their knowledge to significantly enhance children's learning and effectively plan and support their progress through inspirational and motivational teaching. Staff are very enthusiastic about their work, which impacts greatly on the positive attitude children have towards their play and learning. Consequently, children concentrate for long periods of time, are confident to take part in activities and remain fully engaged in their play. The staff's thorough assessment and planning ensures that activities provide the best challenge and further identify the next steps for children, which significantly contributes to the excellent progress they make in relation to their starting points.

Partnerships with parents and carers are excellent and highly successful strategies engage

them in their children's learning. The combined approach of gathering and sharing information is highly successful. A full and broader picture of each child's development is seen in children's progress records and highlighted in the progress check at age two years. Parents are actively involved with the initial and subsequent assessments of their children and they are given numerous opportunities to add significant moments from home, review their child's file and contribute to the developmental tracking process. Parents feel that their views and opinions are respected and value the information contained in the nursery newsletter, including how to help with their children's learning at home. Staff take the opportunity to talk with parents at arrival and collection times and special parents' evenings are frequently held.

The quality of teaching and quality of learning is exceptional and inspirational. Staff provide an excellent range of innovative, interesting and stimulating activities, resources and play opportunities, both indoors and outside. As a result, children develop an extremely positive disposition for learning and make excellent progress in their development. For example, in the baby room, staff effectively engage the youngest of children in modelling with dough, experimenting with texture and making snakes to encourage the 's' sound. They play peek-a-boo games using textured materials and open-ended activities, such as play with blancmange and sand play in the undercover canopy area.

Children experience excellent opportunities for free play as well as an exceptional balance of adult-led and child-initiated activities. Staff effectively build on children's home based knowledge and experiences and provide activities for progression, extension and challenge and extend the child's joy in play. For example, a child becomes interested in making a castle for the princes outside, staff facilitate with a range of crates to build the castle and children extend the activity to the den they built the previous day. Staff are exceptional in their teaching practice. For example, the topic of the seaside is adapted to include all children. Staff adapt their interactions and use individualised interventions to ensure all children are included and able to take part in activities at their own level. Children are well supplied with associated resources, so that all children can take part and follow their own ideas. These include, magnifying glasses, associated books and stories, paper and pencils on tables, so children can draw what they see and find. Staff maintain the children's focus on their learning and actively use a range of strategies to skilfully support, challenge and extend children's learning by introducing new words, and new ideas. They question children by asking them 'what do you think will happen?' and 'what do you think you will find?' Staff think out loud, model more complex ways of speaking, pose new problems, deal with conflict by negotiation, explain ideas and demonstrate approaches with children. As a result, children are engaged, involved, concentrate and have a sustained interest in the activity, they persevere with the task of making pictures as they look for various textures to make the sand and talk about the differences from the sand to the sea.

Staff offer assistance and support as needed to help children to be successful in following their own ideas, including talking about simple strategies. For example, children construct their own slide for ball and water using tubes. They construct it, so that it is not too high but wonder how they can make the slide down part. The member of staff asks the children what other objects they have and they find the crates, investigating and testing the tubes to see how it will work, adapting as they feel necessary and they excitedly show

the people watching. As a consequence of the staff providing a learning environment absolutely full of stimulating open-ended materials, children can combine them in their own way to meet their own purposes.

The outdoor provision is inspirational. Children's love of the outside is effectively nurtured and constantly promoted through free-flow opportunities in dry and wet weather. They learn to care for living things, such as the flowers, which children plant, cultivate and harvest for snack and care for during the year. They help themselves to the water butt and tap to fill their watering cans and competently feed the plants.

Children's physical development, hand-eye coordination and early writing skills are excellently supported. Left and right handed scissors are available, so children can decide their preferred hand use. Children help themselves and they think of others, for example, by finding extra scissors for those, who do not have a pair. Staff provide support on a one-to-one basis for children, who need a little extra help. They do not intervene unless required but let the children persevere themselves to achieve their goal. For example, a child competently draws round their hand and taking a pair of scissors perseveres until it has been cut around. 'This is my hand' the child says. The child's key person further extends this activity by writing the child's name and the child sounds out all the letters and then tries to copy it. The high quality teaching and the wealth of opportunities children experience, results in them being exceptionally well prepared for their next stage of learning.

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

Children thoroughly enjoy themselves at this truly inspiring nursery setting. They participate in an exceptional range of fun-filled, challenging activities that stimulate their natural curiosity and build on their interests. Staff successfully support children's learning from the youngest of the children to the children ready for school. Children are extremely happy and contented and settle very easily into the nursery routines. Their enthusiastic voices and laughter can be heard throughout the nursery. This shows that children feel emotionally safe and secure. The highly effective key person system significantly contributes to achieving these close emotional attachments. Consequently, children from an early age become extremely confident and self-assured learners. The effective transition procedures between nursery rooms are sensitively implemented, so that children are prepared for change and move with ease. Staff support the move and respect the uniqueness of each child and plans to individually support them. Parents are also actively involved in this transition process, especially in helping staff prepare the children for changes in the nursery and then on to school.

Children are exceptionally well behaved because they are totally engaged in activities and therefore, they concentrate hard and remain interested in what they do. Staff inspire the children to behave well as they take all opportunities to acknowledge their progress and achievements and they represent exemplary role models for behaviour. They speak to children in a calm, respectful and caring manner and teach them to respect the environment and to think of others as they play. Children's independence is promoted as they play and learn. Staff allow children to help themselves to resources without

restricting the amount they use and they also give them the responsibility of tidying up when they hear the 'tidy up' music. Children stop what they are doing and proceed to tidy up, so they learn to take care of their toys and environment. Activities are planned to nurture children's appreciation of their own and others' feelings. Consequently, as children play and during circle time activities, they show respect and wait their turn in speaking. Staff introduce new ideas and games, which encourage participation and cooperation between the children. The number game stirs great excitement in the children, who listen, count the objects on the card and wait to reveal the number.

Children's understanding of the difference and diversity of the world around them is innovatively explored. Staff provide opportunities for children to play with resources reflecting the multi-cultural society that we live in today. They display dual language labels and visual images, which reflect positive images of culture, ethnicity, gender and disability. Staff encourage extremely positive attitudes with the children because every child at the nursery is highly valued as an individual. Children take part in activities based on cultural and religious celebrations and parents become activity involved in the planning of these events. The nursery menu includes food tastes from other countries and during cooking and baking sessions the children, in both rooms, are encouraged to make and taste food from around the world. Some dual language signs are displayed throughout the nursery. These have been obtained by staff from families, who speak English as an additional language to help them support children's home language in the nursery while also promoting their understanding of English.

Children enjoy an extensive range of physical play opportunities and exercise in the outdoor play area. They take part in music and movement sessions, children's soft play and they peddle wheeled toys round the outdoor play area, crawl round underground tunnels and use climbing frames and slides. The organisation of the outdoor area enables the children to experience outdoor activities throughout the year. Children benefit from a nutritionally balanced diet. The food is freshly prepared each day on the premises. The menu provides a variety of delicious tastes and textures that incorporates plenty of fresh fruit and vegetables. Menus are displayed and all dietary needs are catered for. Children's interest in healthy eating is further extended through their involvement in growing fruit and vegetables outside and cooking activities. Children's independence and self-help skills are encouraged during routines throughout the nursery, but there is scope to further extend this at mealtimes by enabling them to serve their own food. They learn how to look after themselves and keep themselves safe through the clear explanations, which staff give regarding safety issues. Children follow the instructions from staff when they are walking up and down stairs and when they are practising the nursery's evacuation procedure.

As the children approach school age and are preparing for reception class, the manager makes contact with the appropriate schools. Children visit their new school. They spend a morning getting to know their teachers and their new classroom. Information about each child is passed on to the new schools to help them compile their new classes. In preparation for this visit, they read stories about starting school and answer any questions or worries the children may have.

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

The management and staff have consistently high expectations for the continued high quality of care that is offered to the children and their families. Leadership is inspirational. The management have outstanding ambitions and pursue excellence in all aspects of the nursery. Their consistent motivation and enthusiasm inspires the staff team, who are committed to provide outstanding and inclusive nursery provision for all children. The thorough self-evaluation methods implemented ensure that all children thrive and the nursery has the capacity for continuous development. For example, there are exciting plans to develop the outdoor area further for the children. The evaluation processes involve the views of the staff, the parents and the children. All the views are listened to and taken on board. The recommendations from the previous inspection have been fully met through the implementation of the revised Early Years Foundation Stage. The management provide high-quality professional supervision programmes that lead into the annual appraisals and inform staff development and training programmes. The monitoring of practice throughout the nursery is exemplary with observation and the introduction of peer assessment further adding to improvements. This excellent self-reflection of practice improves all aspects of the nursery and demonstrates a strong drive to maintain the high levels of achievement.

All children are protected and safeguarded. The utmost priority is given to children's safety at all times. All staff complete regular safeguarding training, including the manager, who is the designated person for the nursery. The manager and staff have an excellent understanding of their role and responsibilities should they be concerned about a child in their care. Robust recruitment and vetting procedures are implemented, which ensures that all staff are suitable to work with children. All new staff undergo a thorough induction programme and complete a probationary period. All the required documentation is in place and meticulously maintained. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Staff create an active environment, which is welcoming, safe and stimulating where children engage in dynamic learning. Effective risk assessments are completed and staff monitor arrivals and departures. All children feel very secure and clearly enjoy their play and learning. Consequently, when children move onto their next stage of learning, they have high self-esteem and are inquisitive and independent learners.

Thorough and comprehensive processes are in place to monitor the quality of provision and the educational programmes. These processes include the manager's robust system to track children's progress. As a result, children who are at risk of falling below their expected levels of development, are quickly identified. Staff work extremely closely with the local authority, multi-agency workers and other professionals, to support the children in the nursery with special educational needs and/or disabilities. In particular, staff within the nursery have an exceptional understanding of how to support children with speech and language difficulties, through partnership working with doctors and professional and through accessing training. Most staff are competent in signing Makaton and encourage children from the youngest ages in the baby room to develop these skills. Staff work closely with all agencies to identify all children's needs, so that they receive the help they

require to continue to make excellent progress in their learning and development.

Partnerships with parents are excellent. They feel consulted and involved in the organisation of the nursery. Parents are highly complimentary of the nursery and refer to the 'exceptional care their children receive' and the friendliness of the staff. They comment that staff support children's learning and development exceptionally well. Relationships with other professionals involved with children are firmly established and contribute in supporting their learning and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY269291
Local authority	Darlington
Inspection number	915391
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	83
Number of children on roll	137
Name of provider	Kiddies Corner Nursery Limited
Date of previous inspection	21/07/2009
Telephone number	01325 282377

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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