

# Kushi Care Nursery

3 Dominus Way, Meridian Business Park, LEICESTER, LE19 1RP

## Inspection date

Previous inspection date

16/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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	2
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 happy and contented because staff provide activities that are fun and follow children's interests.
- Staff provide a well-resourced and stimulating environment, to support children's all-round development and emotional well-being.
- Staff have appropriate partnerships with parents and others, which makes a sufficient contribution to children's individual care, learning and development.

### It is not yet good because

- Staff's observation, and understanding of children's learning and development is not consistent throughout the nursery. They do not always identify children's next steps
- Teaching is inconsistent and does not always challenge or extend children's learning, staff do not fully encourage children to use their communication skills effectively.
- Management does not always monitor assessment procedures or teaching well enough to help children make the best progress.

## **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 discussions with the management team and spoke to the staff, children and parents.
- The inspector observed free play, focused activities and snack time.
- The inspector held a joint observation with the deputy manager.
- The inspector looked at children's assessment records, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and policies and procedures.

## **Inspector**

Janice Hughes

## Full Report

### Information about the setting

Kushi Care Limited was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Thorpe Astley area of Leicester, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three play rooms and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 60 children on roll. All of whom are within the early years age range. The nursery provides funded early education for two-three-and four-year-olds and serves the local and surrounding area.

There are 12 members of staff, 10 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The nursery has support from the local authority.

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

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

- ensure staff use observations of the children to accurately understand their level of achievement, interests and learning styles, and then plan exciting learning experiences for each child, reflecting those observations and learning priorities.
- ensure teaching is consistent throughout the nursery, so that children's learning is extended and challenged, to fully encourage children to use their communication skills effectively; by for example, asking open-ended questions and holding purposeful conversations that encourage children to think and talk to children about what they are doing.

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

- strengthen the monitoring procedures to ensure all staff provide effective teaching for children, to provide for their individual learning.

## Inspection judgements

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

Staff create a warm and welcoming environment and provide children with gentle and caring support. This has a positive impact on how well children settle and how happy they are in the nursery. Children separate from their parents and carers with confidence and soon settle down to play. Older early years children make independent choices from the toys and resources, which are labelled and stored at low-level to make access easy. Staff have an appropriate knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Parents provide information about their children's preferences, characteristics and capabilities. Staff effectively use this information to form children's starting points and future planning. As a result, staff can provide activities that are of interest to the children. Consequently, children settle quickly into pre-school life. Assessment of the children's learning is appropriate. Staff observe the children while they play and analyse their findings to identify children's next steps and prioritise their learning. They then plan for each child's individual learning. However, this is inconsistent across the nursery. Especially in the pre-school where staff are less secure on identifying children's next steps of learning. As a result, not all children are being suitably challenged. Consequently, the children are making steady rather than 'good' progress towards the early learning goals.

Children are active learners, they are engaged in their play and motivated to learn. They really enjoy being outdoors and extend their physical skills appropriately in this area as they run, jump, climb and slide. They also practice their counting skills using the toys to sort in to categories, select and read books and have fun exploring the mud kitchen. Staff interact appropriately with children, for example, encouraging them to experience the feel of the mud and suggest making 'cakes'. However, some staff are not always fully active in making activities really exciting and to thereby extend children's learning. Furthermore, although children receive attentive support from staff, teaching does not always challenge them enough to make the most of activities provided. While staff regularly talk to children about what they are doing, too often these conversations do not fully encourage children to think and talk about the learning process, or to explore ideas and make links to their experiences. For example, as children paint pictures of their families, staff ask who they are painting, but do not hold a conversation about their families. As a result, there are inconsistencies in teaching skills, consequently some teaching is ineffective. There are some 'good' examples for teaching. One example of this is when the giant snails are brought out for the children to observe. Children are fascinated and watch intensely as the snails wake up and open their eyes. Staff ask children about 'what they might like to eat?', 'how they move?' and to describe what they look like. Children respond to this teaching well and participate in feeding the snails lettuce, touching them gently to find out what they feel like and giving them water. Staff continue to inform the children about the snails to extend their learning well.

Staff promote children's mathematical skills adequately. Both older early years and younger children have opportunities to count while they play and use mathematical language, such as, bigger while they build towers. Staff plan activities and provide toys to help children learn about shape, space and measurements. For example, children use different size blocks in the construction area to build. This helps them to compare the sizes and shapes of the blocks and to problem solve. Children enjoy using books and have opportunities to freely access these from inviting cosy areas. They sit and turn pages carefully and talk about the pictures they can see. Staff expand these opportunities

generally well and read stories using props and puppets. Children listen and concentrate and participate as they join in and predict the end of the story. This is developed further as children sing popular rhyming songs. These activities help children's literacy skills appropriately and begin to enhance necessary skills in readiness for school.

Babies and younger children sit on the floor and feel the paint, they let it fall through their fingers and show delight as they make marks and patterns using their fingers. Staff extend this generally well by demonstrating drawing and patterns for the children to see. These opportunities also enable children to express their feeling and explore different materials.

Parents have regular opportunities to review their children's progress both at drop off and pick up times, and also at parent's evenings. Children's records, which also contain lots of photographs of them taking part in activities, are stored in their rooms, so they are always available for parents to see. Parents contribute to the assessment records in order to be fully involved in their child's ongoing learning. They also help with their child's learning at home by reading books they have brought from nursery.

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

A calm and caring environment is provided by staff, enabling children to develop positive relationships with them and their peers. Children are supervised appropriately and staff deployment is suitable, which means that children settle quickly and feel safe and secure. Children confidently approach adults when needing support or if only wanting a hug. Children's self-care skills are developing well, for example, as they independently access the toilets and the majority of children, wash their hands without being reminded. The key person system helps children to settle and form secure emotional attachments. Baby's routines are discussed with parents when the child starts and at regular intervals to help staff to ensure their changing needs are met. Babies are well supported by staff and as they progress into the older age group they become confident in the daily routines. Children behave well and form positive relationships with each other and staff. They are learning to share and take turns and interact well together. It is clear to observe that children are treated with respect, staff care that their values are respected, providing inclusive practice for all children.

Staff provide a very stimulating, enabling environment for the children both indoors and outside. Toys are high quality and well maintained. Resources are eminently suitable for the ages of children using them. In addition, to provide further stimulation for the children staff have created wonderful displays to encourage children to think when they look at them. For example, in the entrance to the nursery, there is a 'communication tree' made of wood. Here, parents are encouraged to put comments about their children on the tree along with photographs. In the pre-school room there is a wonderful sensory den where children can go and enjoy the different textures. All rooms have pictures the children have created using a variety of art techniques and photographs of the children. This provides a strong sense of belonging and helps build children's self-esteem.

Children's health is well promoted through the provision of healthy foods and meals, along

with independent access to a 'snack bar' during the session and their own water bottles. Staff have an awareness of children's individual dietary and health needs. They are proactive in seeking confirmation of children's needs, if they are not sure. Children understand what is expected of them and become confident. Processes are in place to inform staff of any health or dietary issues the children may have and there are thorough records of accidents and any medication administered. Children's personal needs are met promptly, most of the time. Children take part in a range of physical activities both indoors and outdoors. This supports children's understanding of the importance of regular exercise and a healthy lifestyle. Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe.

Children throughout the nursery are well supported when they transfer to new rooms, because staff handle transitions carefully and sensitively. This ensures children do not lose confidence when in a new environment. Staff foster children's emotional development well, as they are supported with transitions to help them with life changes, such as school. This is because staff liaise with local groups and schools to promote smooth transitions.

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

The manager has a suitable understanding of her roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She contacts Ofsted of any relevant information and ensures that all required records for staff regarding their suitability are in place. All legal documentation is appropriately applied. For example, accident and medications records being completed accurately. Policies and procedures are in place and shared with staff and parents to ensure that all are aware of the expectations of the nursery and the relevant procedures to promote children's safety. These include the use of mobile telephones in the nursery. Staff are aware of the procedures for dealing with child protection concerns. Risk assessments are in place and reviewed regularly, further supporting children's well-being.

Overall, staff have a satisfactory understanding of their roles and responsibilities when protecting children and are able to explain the procedure for what to do if they have concerns about a child's welfare. Recruitment and vetting procedures are clear, so staff that are suitable to work with children, are appointed. A workable process is in place to make sure that no unchecked staff are left alone with children. Children are provided with an inclusive environment and learn about valuing each other's differences and the setting promotes equality and diversity.

The manager is suitably aware of the nursery's strengths and areas in need of further development. A suitable self-evaluation of the nursery is in place, in order to identify further priorities for development; and improve the quality of care for children. For example, one improvement on her action plan is to make a 'green house' out of plastic bottles, to help teach children about recycling materials. She understands the importance

of enhancing staff skills in order to ensure all children make good progress during their time at the nursery. Staff supervisions and appraisals provide support and training for staff to help improve the learning and care for children. Processes for monitoring and evaluating the nurseries practice are in place. However, they are not robust enough to see the inconsistencies in the assessment systems and this has led to the children not being fully challenged and some variations with regard to effective teaching.

The nursery is committed to working in partnership with parents and seeks the views of parents in a variety of ways to further enhance practice. They seek the views of parents through use of daily discussions, meetings and questionnaires. As a result, there have been improvements to guidance given to new parents. Children's needs are well met through effective partnership with parents. In the event of any concerns about children's development, staff liaise with parents and external agencies to share information to implement early intervention. As a result, staff are able to receive the support they need for all children.

### **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>	EY459048
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	926618
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Kushi Care Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07595914445

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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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