

Karen's Independent Daycare Setting (KIDS)

Unit 9, 5 Enigma Building, Bilton Road, Bletchley, MILTON KEYNES, MK1 1HW

Inspection date	17/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff plan a wide range of interesting and stimulating activities. They identify clear learning intentions and this helps to ensure that children's activities include a good mix of structured and personal choice activities.
- The provision is well set out to encourage children to engage in independent learning. This enables children who are at different stages of development to engage in purposeful play.
- The nursery is safe and secure, clean and comfortable for children to use; as a result, children are at ease and confident and self-assured in the provision.

It is not yet outstanding because

- Staff do not always model open questions to allow children to work their ideas through. Therefore, they miss opportunities to allow children time to reflect on what they know.
- The resources to extend children's understanding of diversity is not extensive, and as a result, children use fewer of these toys in their play.

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 inside the provision.
- The inspector tracked children in the nursery, and looked at care and assessment records and activity plans.
- The inspector reviewed qualification, recruitment and suitability information with the manager.
- The inspector carried out joint observations with the manager.
- The inspector spoke to staff, children and parents.
- The inspector reviewed documentation and discussed self-evaluation and improvement with the manager.

Inspector

Cordalee Harrison

Full Report

Information about the setting

Karen's Independent Daycare Setting (KIDS) is situated in Fenny Stratford in Bletchley in Buckinghamshire. A private individual owns this provision. The provision registered in 2013 and it is located in an industrial unit close to a residential area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision operates five days a week Monday to Friday from 7am to 6.30pm. The provision is open 50 weeks of the year. Along side the provision of a nursery service there are provisions for an out of school service. The provider takes and collects children to and from school and cares for older children during the school holidays. Currently, there are 21 children on roll and five members of staff work directly with them. Three staff members including the manager hold appropriate qualifications to level 3. Additionally, the manager holds a foundation degree in early years.

What the setting needs to do to improve further

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

- increase staff's skills to model open questioning to enhance children's learning further
- increase the resources to support children's understanding of the world, particularly in relation to people and communities.

Inspection judgements

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

Staff plan and deliver activities very well across the provision. They have good knowledge of the seven areas of learning and this enables them to adapt activities for groups and individual children. This ensures that staff provide all children with good support. This promotes their learning and development well in relation to children's starting points. Staff carry out regular observations and consistently build on what children know. Children's achievement records, their key persons and the manager provide meaningful information about children's current interest, achievements and their learning styles. As a result, staff have good quality information to exchange with parents and to engage them in supporting children's learning at home. Some staff do not routinely model open questions to challenge children's thinking. Even so, the quality of teaching is good enough overall to support all children to make good progress from their starting points and in readiness for school.

All children in the provision experience play and opportunities that are stimulating and in keeping with their developmental stage. Overall, children's learning experiences are interesting and fun. Although there is no outdoor space, children use a range of resources, which help them to promote their physical development; for example, as they pedal and manoeuvre their vehicles, climb and slide. The learning environment is orderly, calm and well resourced to support all areas and most aspects of learning. This means that children have many opportunities to engage in purposeful play. Children cooperate in play and their words and action show consideration for others. Expressive art and design activities are plentiful for children of all ages. However, the range of resources to support children's understanding of diversity, in particular to different cultures and disability is not extensive and this reduces opportunities to extend their understanding of people and communities.

Children communicate confidently, following the staff's lead; they make eye contact and speak in calm voices. Consequently, although there are a number of large and small group activities taking place, the atmosphere is calm yet busy. Children are developing their understanding of mathematics in different ways. They build with a variety of construction materials, weighing and measuring as they participate in cooking activities and play with sand and water. Younger children learn about shape and size with shape sorters and various puzzles, and number and action rhymes are a core part of the daily activities for all children.

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

There is an air of calm contentment in the provision, where children laugh and play freely. Babies' home routines are followed and they eat, sleep and play to their individual care plan. Staff sit at children's level and engage them in play and conversation. Additionally, they use opportunities such as nappy changing times to talk to children and explain what they are doing. These good practices help children to understand that their individual needs are important.

Every child is allocated a key person from the start. They work closely with parents involving them in all areas of the settling-in procedure. This enables parents to influence the care arrangements for their child at every stage. Parents state that they value the settling-in period greatly, because it helps children to settle and feel secure. This boosts parents' confidence to leave their children in the knowledge that they receive good care. There is good quality information gained from parents about children's individual health and care needs, as well as their stages of development. Staff provide parents with comprehensive written and verbal feedback at the end of each day and parents state that this gives them the full picture of children's experiences in the provision daily. Children are receiving good quality learning experiences to develop their individual skills and abilities. Good quality, planning, assessment and review of children's achievement, which involves parents at all stages promotes equality for children, now and for the future.

The provision promotes equal opportunities well overall. Staff welcome children regardless of background. Staff are clear that they do not treat any child or their family more or less

favourably than another. Staff model positive attitudes and behaviour, and children reflect this in their behaviour towards others, and this serves them well in readiness for school. Overall, the provision for play enables children to use good quality play resources in their daily activities and staff support them well to develop their learning styles.

Children are developing good understanding of healthy lifestyles. Staff take good care of children's hygiene needs and standards of cleanliness in the provision are good. Staff support parents to provide children with healthy meals and snacks and drinking water is freely available to children. Older children use the toilet independently or with little support and take responsibility for hand washing. Staff plan routinely for children to experience outdoor activities, such as walks in the locality daily, and specific outings to places of interest including the park and use of the provider's garden. Staff are helping children to assess risks and to learn about keeping themselves safe. For example, older children explain why they use sun block and wear their hats when they are outdoors in hot weather. Staff explain to children why it is important to follow their guidance and behave well especially when on outings. Children are learning why it is important to listen and pay attention to the adults who are caring for them.

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

Effective leadership ensures the efficient management of the provision. Good systems are in place to monitor the arrangements for learning and development and for safeguarding and welfare. There are good recording and reporting practices which cover both requirements of the Early Years Foundation Stage Framework. For example, although staff are responsible for children's observations and care records, there are systems in place for the manager to regularly monitor these records. Information from these reviews form the basis of evaluation of the educational programmes, inform staff training and planning for children's progress individually and generally in the provision. This ensures that overall children's progress is securely linked to developmental expectations, they consolidate learning in different ways and staff consistently meets children's individual needs well. The manager is fully aware of the requirement to complete progress checks for children aged two years. Practices such as regular observations, tracking of children's progress, and engagement with parents enable staff to meet this requirement.

Good systems and effective practices and procedures are in place to assess and monitor staff's effectiveness in meeting children's health, care and welfare needs. Staff are clear about their roles and responsibilities to safeguard all aspects of children's health and they work effectively as a team to achieve this. For example, they risk assess the premises and children's activities and they take the necessary actions to promote children's safety and their good health. They are flexible to change their plans if circumstances change, and they assess that to carry on with the activities will adversely affect children's well-being. Staff are familiar with the provision's policies and procedures, they work well as a team to implement them, and this helps to safeguard children. Staff are confident about their roles and responsibilities in meeting children's needs and promote their good health at all times.

The provision's recruitment procedures are sound; staff are properly vetted, including clearance through the Disclosure and Barring Services and the provision's induction procedures. Staff are confident about what they are to do if concerns arise about children's well-being. All staff know the designated safeguarding officer in the provision. Many parents praise staff for the strong partnerships that they are developing with them. They state unequivocally that staff in the provision consistently provide good care and meet children's individual needs well. They further explain that the manager provides many of them with information to help them to improve the arrangements that they make to promote their children's good health. For example, they state that the manager sent every parent an individual message to ensure that they provide the correct resources for their children to use during the very hot weather.

Parents praise the key person system along with the arrangements to involve them in children's learning and development. They like the openness of the provision and the open door policy. Parents state that the staff use well planned activities and children's home experiences to promote their learning. The manager maintains open communication with providers where children attend more than one setting. For example, they reach agreement about the transition report for children who are moving into full-time education. Although the provision is in the early stages of its operations, the leadership is making effective use of support from the local authority's early years development team. The leadership has started to evaluate its current performance and to monitor the implementation of its action plan. The leadership is focused on driving improvement for children. In addition to regular staff and review meetings the manager and other staff are undertaking training to improve their childcare and education qualifications.

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
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	EY459127
Local authority	Milton Keynes
Inspection number	927350
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	20
Name of provider	Karen Stacey Llewellyn
Date of previous inspection	not applicable
Telephone number	01908 982 179

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

