

Kidzgrove Daycare

St Charles Borrowed Court, Priory Road, Mansfield Woodhouse, MANSFIELD, Nottinghamshire, NG19 9LP

Inspection date

Previous inspection date

01/08/2013

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

- Children have fun in their learning, which means they want to take part in activities and thoroughly enjoy the experiences provided. In addition, the monitoring of children's progress is especially effective. As a result, children's development needs are quickly identified and their progress is well supported.
- Babies and children of all ages play and learn together in the nursery. This means that children with siblings can spend time together and share the same key person. Consequently, they are happy and settled, and parents say the nursery has a 'home from home' feel.
- The owner works with practitioners to monitor practice and identify training needs. Therefore, they have a shared approach to continually improve the provision for children.

It is not yet outstanding because

- There is scope to provide additional resources in the outdoor area to increase the engagement and motivation of all the children.
- Opportunities and activities are not routinely provided for children to learn how to show sensitivity to others' needs and feelings.

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 during activities indoors and outdoors.
- The inspector carried out joint observations with the owner.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

The nursery 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 converted school building in Mansfield Woodhouse, Nottinghamshire. The nursery employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday for 51 weeks of the year, closing for one week over the Christmas period. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 32 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery is member of the National Day Nurseries Association and the Professional Association of Childcare and Early Years.

What the setting needs to do to improve further

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

- provide more open-ended resources outdoors to further encourage children to play and explore in different ways; for example, tubing, water in different containers, watering cans, lengths of fabric and clothes pegs, old blankets and collections of natural objects
- consider additional ways to further support children's understanding of how their behaviour affects other children's feelings; for example, through telling stories, carrying out role play or using puppets.

Inspection judgements

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

Practitioners have a secure knowledge and understanding of how to effectively promote children's learning and development. They find out from parents what children can do before they start at the nursery and plan effectively for their learning needs. Practitioners record the children's achievements on electronic tablets and complete individual trackers, which can identify any gaps in children's learning quickly. Parents contribute to their child's assessment by sharing what their child can do at home. The electronic system means they can log in, view and update their children's records at any time from their mobile telephones or computers. These records demonstrate children are making good

progress in their learning and development in readiness for school. Informative displays are around the nursery to show parents how children learn through play and first-hand experiences.

Inside there are a wide range of activities for children to choose from, so they are learning to make their own decisions about what they do and are becoming independent. Once most of the children have arrived, the gates are closed and children also have free access to the large outside area at the front of the nursery. Practitioners arrange some resources, and children enjoy practising their physical skills on the wheeled toys and taking part in adult-led activities. However, there are limited open-ended resources available for children to freely access if they do not want to join in. This means that sometimes children are not thoroughly motivated to explore and investigate independently.

Children are developing a good understanding of the natural world because practitioners grow plants with them in the new polytunnel. The older children in the holiday club help the younger children to plant seeds and show them how to water the plants to make them grow. Practitioners investigate the plants with the children and talk about their different features and what will happen next. For example, when children are interested in the flowers on the bean plants, practitioners show them where the beans are going to grow from.

Children use the electronic tablets to complete simple programmes and operate other electronic toys, so they are beginning to use a range of technology to support their learning. Practitioners support children's mathematical development in a fun way. For example, they take the children on a 'bear hunt' and use mathematical language like 'big', 'under' and 'over'. Children are also learning to recognise numerals as they play with numbered ducks in the water tray. Practitioners ask open-ended questions to extend children's language and thinking, for example, 'Can you remember?' and 'Why is that?' Children are learning early reading skills as they recognise their own names on their place mats at lunchtime. They enjoy listening to stories with increasing concentration because practitioners read to them using varied tones of voice to maintain their interest. Practitioners encourage them to join in and anticipate what is coming next, so they eagerly await, and then delight in making the noise of a fire engine when they see the picture.

Children show they have vivid imaginations as they become completely engaged in role play. They pretend to be police officers and use a notepad and pen to record their 'investigations'. Children remain focused for extended periods as they enjoy making their own creations with a variety of craft materials. They learn about other cultures and traditions as they explore a variety of festivals, such as Diwali and Chinese New Year. A project based on a storybook about an elephant who wants to be just like everyone else leads to lots of discussions and activities that support children to celebrate each other's differences.

Babies have lots of space to practise their physical skills. For example, they enjoy pulling themselves up on the furniture and crawling around the room. Practitioners provide push-along toys to help them develop their walking skills. They enjoy making marks with

crayons on a large sheet of paper and are encouraged to persevere because practitioners say 'again' to them.

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

Practitioners greet children and their parents warmly on arrival, and children settle well and play happily, showing they feel secure in the nursery. Children have formed good attachments with practitioners and have a good sense of well-being because there is an effective key person system in the setting. Practitioners also find out about children's needs and interests from parents before they start at the nursery. This continues throughout their time in the nursery and means children's needs are always well met. Children also enjoy being grouped in mixed ages for most of the day, because they learn about the different needs of children younger or older than them. In addition, those with siblings have plenty of time with each other and settle quickly. Children's behaviour is generally good and they play well together because practitioners have appropriate boundaries and strategies in place. For example, a timer is used outside to help them share the wheeled toys. However, sometimes practitioners ask children to say sorry without explaining why their behaviour is inappropriate or talking about how the other child must feel. This means they are not always supported to understand other children's feelings and are not always learning to compromise and resolve their own conflicts.

Children are learning to be active and understand the benefits of physical activity because they have plenty of opportunities to play outdoors. They enjoy running around and peddling their cars around a track they have chalked on the ground. Practitioners allow children to take manageable risks in their play. For example, they stand by to support them as they ride around at high speeds and freewheel down the hill. Children are learning about the importance of a healthy diet because they are encouraged to try the vegetables they have grown outside. For example, they have lettuce in their sandwiches at teatime. Meals are prepared on site by the nursery cook, who has recently gained five stars for hygiene from the environmental health department. Independence is fostered well because children are given time to do things for themselves, for example, putting on their own shoes. They are reminded to wear their sun cream and hats to protect themselves from the sun. Consequently, they are developing an understanding of how to keep themselves safe.

Children are well prepared for move to school because they have lots of visits before they change. They go with practitioners to collect older children for after school care and spend time in the classroom they will be moving to. This helps reassure children about the next steps in their learning, and means teachers get to know about the children's personalities and needs.

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

Children are safeguarded well in the nursery because all practitioners have a good understanding of the nursery's safeguarding procedures and have all carried out appropriate child protection training. Good recruitment and induction procedures mean

everyone in the nursery is suitable to work with children and understands their role as soon as they start. Children's safety is given high priority as the owner employs an outside agency to carry out thorough risk assessments of all aspects of the nursery. The owner and practitioners also carry out daily checks on the environment to make sure it is safe for the children.

Practitioners have a secure knowledge of how children learn so they plan stimulating and challenging experiences for their key children. They use a computerised system on electronic tablets to make detailed observations of children's learning and development. The owner has a good overview of children's development because she works alongside each key person to carry out a developmental check on each child every term. This information is then used to complete an electronic tracker, which identifies any gaps in children's learning. All practitioners have regular supervision and work with the owner to review their practice and identify training needs. They also view video clips of each other's interactions with children to share good practice and inform areas for improvement.

Practitioners develop positive relationships with parents and this means that they feel welcome and valued. Parents speak very highly of the nursery and say that it is a 'home from home' for their children. They enjoy using the secure social networking site to find out what is happening in the nursery and are invited in to share their different skills. The nursery works with other professionals to support children with special educational needs and/or disabilities, so that they too make good progress, given their starting points. The owner has made good links with other settings that children attend and information is shared about their care and learning needs, which means there is continuity.

The owner involves everyone in the process of carrying out self-evaluation of the nursery to identify strengths and weaknesses. For example, parents are asked to contribute their ideas by completing regular questionnaires, and practitioners observe and talk to the children to gain their views. Recently, some of the older children asked for different jigsaw puzzles and were able to research them on the internet and buy new ones.

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	EY450420
Local authority	Nottinghamshire
Inspection number	905924
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	32
Name of provider	Diane Patricia Wise
Date of previous inspection	not applicable
Telephone number	07751665696

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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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