

Kids Corner Nursery Limited

12 Upperton Road, LEICESTER, Leicestershire, LE3 0BG

Inspection date

07/08/2013

Previous inspection date

02/04/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Safeguarding procedures are not robust and policies are not consistently followed by staff. This compromises children's safety.
- Procedures to check the identification of visitors are not consistently maintained to prevent unauthorised persons entering the premises. Consequently, there is a risk to children's safety.
- Some children are not effectively supported in developing skills as they use tools and gain independence; with specific reference to their use of cutlery and pouring their own drinks at mealtimes.

It has the following strengths

- Staff are good role models. They are deployed well, use consistently applied strategies and provide a clear guidance for children about what is acceptable behaviour.
- Children are supported to acquire the skills and capacity to develop and learn effectively, and be ready for the next stages in their learning. They are building attachments and bonds which promotes their well-being.
- There is a strong commitment to improve the nursery provision through setting ambitious targets and action plans.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, and a range of policies and record keeping procedures.
- The inspector conducted a tour of the premises during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Patricia Bowler

Full Report

Information about the setting

Kids Corner Nursery Ltd was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the City of Leicester and is privately managed. The nursery serves the local area and is accessible to all children. It operates from a four-storey building and children occupy the ground and first floor with office and storage facilities on the third floor and basement respectively. There is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. 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 26 children attending who are within the early years age group. The nursery provides funded early education for 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff are trained to understand the safeguarding policy and procedures, and have up-to-date knowledge of safeguarding issues
- ensure the procedures for checking the identification of visitors is maintained to prevent unauthorised persons entering the premises.

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

- consistently teach children the skills they need to use equipment effectively and safely, and give them opportunities to practice them; with specific reference to using appropriate cutlery and pouring their own drinks at mealtimes.

Inspection judgements

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

Children make satisfactory progress in most areas of their development. Staff have a sound understanding of the learning and development requirements and plan a range of

appealing activities.

Babies are nurtured in a calm environment where their individual needs are met well. Low-level storage units allow them to crawl and totter to select resources. They explore natural materials in treasure baskets and investigate toys with buttons to press developing hand eye coordination and an awareness of cause and effect. Babies are nurtured in their physical development as they progress to walking, developing balance and coordination, in readiness for their transition through the nursery. They move into a further room on the ground floor where they make visits with key persons and toddlers join them for some activities. This enables them to build relationships with staff and children in their next move. Older children are cared for on the first floor where they enjoy free flow play between two rooms. They learn to keep themselves safe as they move confidently on the stairs knowing to hold onto low-level bannisters.

Children move confidently within the very well-resourced rooms accessing good quality toys to add to the continuous play provision. Those in the role play area enjoy making meals and sharing these with staff who build on children's developing language skills as they talk about the food and preparation as children play. An effective balance of adult-led activities enables children to join shared experiences. At the collage table they select from a range of materials including paper, raffia and glitter. Younger children use scissors with developing skill and enjoy spreading glue and sticking materials to their pictures. When in their own room, older children demonstrate their growing independence as they organise resources to complete celebration cards for the festival of Eid ul Fitr. Children gather resources, such as glue sticks, counting these to ensure there is one for each. They select from a range of glitter identifying colours and where they wish to use these in decorating their cards. Staff use open-ended questions skilfully to encourage children in their decision making. They encourage those who ask with open questions, such as 'Where would you like to put the glitter' offering some guidance in not covering their written messages. Children spread glue, pour on glitter and develop dexterity as they shake off excess skilfully pouring this back into the containers. They help to tidy away returning resources to the low-level storage unit and help to wipe the table. Children count in shared activities learning to recognise numbers and equate these to quantity. They count the number of different coloured beads in a hand held toy calculating the total as they add these together. They match the correct head to the body of characters, concentrating as they rotate the toy. They exclaim their delight in their achievements as staff praise their efforts.

For most children attending the nursery English is an additional language. Staff are aware of the languages that children speak at home and many have bilingual skills. Consequently, they are able to support families and children in their developing communication and use of language. Children learn the meaning of written text as this is displayed within the nursery in different languages, including in books for shared stories. Staff know familiar phrases and build secure relationships with parents to include traditions, customs and festivals into their planning. Resources, including dual language books, reflect positive images of difference and disability. A wide range of resources, books and toys are used effectively to meet children's needs at their different stages of development.

There is limited outdoor play space comprising only of a small area at the front of the

nursery. Younger children use this area and engage eagerly in ball activities catching and rolling these as staff encourage the development of physical skills. Regular visits to local recreational areas enable children to experience some outdoor activities. A room within the nursery has been converted into a physical activity area. Children access in groups to enjoy singing and action songs before lunch. They join in with gusto, clapping and following actions especially when lying quietly before jumping to replicate scarecrows flapping their hands and balancing on one leg to shake their feet.

Teaching is effective because staff communicate with parents to obtain information, when children start at the nursery. Their views are valued through regular questionnaires and there are valuable opportunities to share information at organised meetings and when they arrive and collect their children. Staff observe and assess children systematically and maintain written and photographic records of individual achievements. Their next steps in learning are identified and purposefully incorporated into activities.

Staff work in partnership with other agencies to ensure consistency of care and learning. They complete regular progress summaries, including checks at the age of two years, to ensure development is secure and early intervention can be implemented for any concerns identified. Consequently, children are well prepared for the next stage because staff provide appropriate support to prepare them for their transitions. As part of this, children grow in independence as they learn to do things for themselves. The nursery has yet to support children moving into school. However, links with local schools are established to support children as they progress in their education.

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

Children have a false sense of security because staff do not follow required procedures to check identification documents to ensure unauthorised persons do not enter the nursery. However, recent improvements have ensured the premises remain secure. New devices, fitted to the external entrance door and those from the reception area, ensure this close even if accidentally left open by anyone entering or leaving the nursery. The internal doors from the reception area have also been fitted with coded locks in order that no one can enter the nursery without being admitted by a staff member.

Children settle well as they start at nursery because staff obtain valuable information to follow clear recorded routines in line with parental wishes. Children form secure attachments through the effective implementation of a key person system where secure relationships with parents ensure their individual needs are known and met. Detailed records highlight any specific dietary requirements or health issues that may require medical intervention. Contact details are established to ensure parents can be contacted and procedures are well established to manage emergency situations, including consent to seek emergency medical advice or treatment should this be required. Parents provide nappies, creams and wipes so babies and children are not exposed to any allergic reaction from the use of unfamiliar products. Consequently, their health is supported well in their first year.

The needs of children ready to move to older age groups are considered and organised to

meet theirs and their parents' needs. Timely transitions allow for skills in physical and emotional development to be secure before children move to older age groups. An effective transfer of information and visits ensure children settle well into their new rooms. Consequently, children are well prepared for the next stage of their learning and transitions. Staff consistently meet the care needs of each child and respond sensitively to them as individuals.

Children are supported well as they learn to address their personal care needs, including hand washing and cleaning their teeth following meals. Behaviour is consistently managed with positive reinforcement in order to boost children's self-esteem. The nursery has a strong commitment to encourage positive behaviour through praise and encouragement. A precise policy and monitoring of staff working practice is established to ensure any negative behaviour is managed in ways that sensitively help children to understand and manage their own behaviour.

Children's health is promoted as they enjoy healthy, nutritious foods at snack and mealtimes. Food is plentiful with sufficient for further helpings and children eat very well. Children are adept at recognising their needs. They help themselves to water to quench their thirst and staff are vigilant to ensure this is provided in all areas. However, staff are not always secure in building on what children already know while helping them to learn more. For example, at mealtimes, older children are not provided with cutlery, such as knives and, as a result, are not adept in two handed skills. Although they can access and pour their own drinking water as they play they do not pour their own drinks at mealtimes to consolidate these skills and further develop their independence skills.

Children's health is addressed well and parents are provided with clear detail on staff practice in policies on illness and accidents. Most staff hold current first aid qualifications and know the action to take for minor accidents and illness. Detailed records are maintained so that parents can be contacted if children become ill and arrangements are established should emergency medical care be required.

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

The inspection was brought forward as a result of a concern relating to the security of the premises and safeguarding issues relating to unauthorised persons entering the premises. There were concerns about managing emergency medical care and meeting the individual needs of children. Improvements to the security of the premises have resulted in ensuring no one can enter the nursery without being admitted by a staff member. Although the safeguarding policy has been amended some staff lack a secure knowledge of legal requirements and some care practices vary in quality. For example, some staff are not secure in their knowledge of the safeguarding procedures to check all visitor identification documents. This is a breach to the safeguarding requirements and, consequently, a risk to children's safety. However, staff are very secure in their knowledge of the reporting procedures including those for concerns they have regarding any adult caring for children. Parents are aware of the safeguarding policy and the Leicestershire Safeguarding Children Board procedures are accessible to them.

Policies and procedures are established and most work well in practice. Parents are provided with information in a detailed prospectus. In addition, a policy of the week is displayed for parents within the nursery in order for them to re-read and offer any suggestions for clarity and improvement.

Staff carry out daily risk assessments to ensure rooms where children are cared for are safe and secure. They are fully aware of their responsibilities with regard to supervising the children in their care because they are deployed effectively, exceeding required adult-child ratios. Procedures for recruitment and induction are good. Robust vetting procedures are established and staff are required to declare any issues which may affect their ongoing suitability. Processes for supervision, performance management, training and professional development are supported as the manager conducts observations to monitor staff working practice. Regular meetings are used to ensure staff are informed of any changes and also as an opportunity to cascade training and share ideas. This enables staff to work consistently to meet the ongoing needs of children. The educational programmes are successfully monitored in order to ensure children's learning and continued progress are maintained.

Staff liaise regularly with parents to establish partnership in order to provide individualised care for their children. Parents speak positively about the care children receive and the progress they make, especially in their communication and language development. Parents play an active role in supporting their children at home as they share achievements and add to children's learning journals. Parents receive a termly newsletter informing them of forthcoming events and any changes within the nursery. They complete questionnaires to seek their views and these along with staff views are used in evaluation processes to identify what is being done well and any areas for improvement.

The nursery liaises with others, such as health professionals and specialist workers, to support any specific health requirements and the identification and inclusion of any child with special educational needs and/or disabilities. The nursery strives for quality through systematic and inclusive self-evaluation. The views of children, parents and staff serve to accurately identify strengths and continuously drive improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register).

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	EY452452
Local authority	Leicester City
Inspection number	931160
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	26
Name of provider	Kids Corner Nursery Limited
Date of previous inspection	02/04/2013
Telephone number	01163193032

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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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