

KIDS Day Care Nursery

Pebbles Children's Centre, Shakespeare Road, Popley, RG24 9BP

Inspection date	06/08/2013
Previous inspection date	29/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 observe children and effectively use what they know so that the range of activities offered enables every child to make good progress in their learning and development.
- Relationships between children and the staff are secure, trusting and warm. Children are well-cared for in a welcoming, stimulating and well-maintained environment. Inclusive practice is a strong feature of the nursery.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe.
- Children benefit from the highly effective partnerships that staff foster with parents and other professionals. Staff make very good use of information provided by professionals to ensure the specific needs of each child is met.

It is not yet outstanding because

- Staff generally support children to learn about the routine of the day through the use of visual timetables. However, they are not always consistent in their approach.

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 activities in all of the rooms within the nursery.
- The inspector held a meeting with deputy and area manager and undertook a joint observation of activities.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at children's observation, tracking and assessment records, planning documentation, evidence of suitability of staff working with children in the nursery and a range of other documentation.
- The inspector took into account the views of parents and carers.

Inspector

Melissa Cox

Full Report

Information about the setting

KIDS Day Care Nursery registered in 2009 and is based within a purpose built nursery in Pebbles Children's Centre and a room in Chineham Park School on the same sit. A management committee consisting of Trustees acts as the registered person of the nursery. The nursery is open to all children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. There is level access to the premises and access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are 99 children on roll in the early years age range.

There are 19 members of staff who work with the children, of these 15 hold appropriate early years qualifications and four hold health and social care qualifications. A staff member has a level 6 Qualified Teaching Status and Early Years Professional Status. A member of staff is currently studying a relevant level 3 childcare qualification and the manager has Early Years Practitioner Status with BA(Hons in Early Years. The nursery is also supported by a qualified teacher. The nursery is open for full day care, Monday to Friday from 8am to 6pm, excluding Bank Holidays.

What the setting needs to do to improve further

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

- support children to communicate their interests further and better manage changes in routines through the consistent use of visual timetables and photo cards

Inspection judgements

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

Children make good overall progress in their learning and development. Staff make learning fun, purposeful and interesting. This is because they use what they know about each child, based on clear and accurate observations and assessments of their emerging skills, to inform the programme for learning. Staff share this information with parents which keeps them well informed about their children's progress and supports them to continue children's learning at home. Any concerns are promptly recorded and shared as required through the effective use of the progress check for two year olds or through daily discussions. As a result, staff provide interesting and challenging experiences that meet the needs of all children, including children with special educational needs and/or disabilities.

Staff provide a well-balanced routine that motivates and engages children in activities, inside and outdoors. Children explore sensory materials which they are able to experiment with freely. For example, babies explore treasure basket objects while older children use glue sticks or paint to explore their creativity during an art and craft activity. Children's communication and language skills are suitably supported as staff tailor support to each child's needs. Children use a range of methods to communicate, for example, through a picture exchange system or through the use of Makaton (signing). Resources such as photo cards and visual timetables have been introduced to help children communicate to staff what they want to play with and to help them manage changes in the routine, in the preparation for their move to school. However, this is not yet fully effective in supporting some children, because the initiative has not yet become fully embedded in the routine of the day. As a result, on occasions, children become less engaged in some of the activities on offer as they have been chosen by staff and do not always respond to changes in routine. Nevertheless, staff still listen to the children and engage in conversations, giving all children time to think questions through and respond in order to make their needs known. Children who speak English as an additional language are well supported. Dual language books, bi-lingual staff support and displays of words in children's home languages support children to make links with what they are doing and seeing. This provides a secure foundation on which to build their speaking and listening skills.

The quality of teaching is good because staff have a secure knowledge of how children learn. Staff engage well with the children and support their involvement in activities so that they sit for extended periods of time. For example, a child helps staff prepare fruit for snack. Staff provide meaningful praise and support as she is encouraged to work out how many pieces of banana and cucumber are needed for the children. The child shows good levels of concentration and increasing skill as she cuts the banana into equal chunks for her friends. As a result, children benefit from individual support that prepares them for the next stage in their learning and in preparation for school.

Positive and trusting partnerships are established with parents and carers. Staff work effectively with them to ensure that children's needs are fully met. Parents access a broad range of information such as displays, photographs and regular newsletters. A great emphasis is placed on daily, face-to-face communications, achieved through the 'meet-and-greet' open door policy which supports each family at a very individual level. This allows staff to use any new information they have gained about the child so they can be fully supported in their day.

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

Staff are well deployed throughout the provision to ensure children's safety, welfare and well-being. The premises are warm and welcoming and staff's knowledge of children's individual needs promotes a feeling of security and self-worth. This is because detailed information regarding children's routines and care needs develops consistency between home and the nursery and help all children to settle well. Nappy changes, sleep and feeding routines are personalised to each child. Staff are suitably trained to administer specialist medication and clear records and permissions are in place. Key persons are

effectively assigned to children so their individual needs are met, their development monitored and positive relationships formed with parents. Each child's key person plays a supportive role in their care and learning, as they encourage children's individuality and self-confidence, which builds children's positive self-esteem. For example, some bi-lingual staff support children by using their home language which means that caring relationships are fostered and firm attachments are formed. The nursery is well resourced with interesting toys and good quality furnishings so that children and babies can play, sleep and eat in comfort.

Staff help children manage their behaviour as they explain about sharing, distracting younger children with resources and talking about feelings. They respond to minor disagreements sensitively and encourage children to think about what they can do to resolve the situation. Children show a secure level of understanding of the behavioural expectations, and demonstrate good self-control as they listen to staff explanations, share resources and play collaboratively together. Staff reinforce the behavioural expectations to promote safety, such as using scissors carefully and not running indoors.

Children demonstrate a good understanding about the importance of a healthy lifestyle. There are effective hygiene routines and a nutritious choice of snacks. Staff have a good awareness of the dietary needs of children which are carefully recorded to ensure they are catered for. Drinking water is freely available throughout the day so that children do not become thirsty or dehydrated. Children discuss the food that is good for them and have an interesting outdoor area where they can learn first-hand about how things grow.

Opportunities for outdoor, physical play are plentiful and staff make very good use of the play space available. All-weather outdoor play surfaces and canopies are successfully used to enable children to make decisions about where they wish to play throughout the year. They enjoy developing their physical skills and exercising their bodies by riding on bikes, running and playing chasing games. Staff support children's play, for example by throwing and catching balls with them. Children show great enjoyment as they pour water from watering cans and enjoy reading stories under the canopy. As a result children leave the nursery as happy, independent learners with the required skills for their move to school.

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

The management and staff work effectively as a team to fulfil their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff are very clear about their roles in meeting the safeguarding and welfare requirements so that children are kept safe. They all attend safeguarding training and the senior staff regularly check that staff fully understand all aspects of child protection, including reporting procedures, in staff supervision meetings. Staff have recently reviewed the whistle blowing policy as part of their ongoing training and development. Staff demonstrate a secure understanding of what they need to do if they have any concerns with the behaviour of another adult supporting the children in the nursery. There is a rigorous vetting process to check that all adults having contact with children are suitable to do so. The premises remain safe as

staff carry out detailed, written risk assessments and daily checks, including those concerning security.

The effective monitoring of the educational programmes ensures staff are confident in delivering a broad range of experiences that help children make good progress. Improved systems for planning, observation and assessment result in an accurate understanding of all children's skills, abilities and progress. The progress children are making is now closely monitored as the management team have successfully implemented new procedures for tracking children's progress. This has resulted in children being supported to make consistently good progress in their learning and development. The recommendation from the last inspection has been successfully addressed. Children now have access to greater experiences that promote mathematical development and information and communication technology, with the introduction of computers in each room of the nursery.

Management and staff work together to evaluate all aspects of the provision and senior staff demonstrate a good knowledge of the nursery's strengths and areas for improvement. Self-evaluation methods are strong and take into account the opinions of staff, parents and advisory professionals, which are valued and acted upon. Planned actions to overcome any previous weaknesses have been effectively implemented and have led to the good levels of support for each child which has led to improved achievements over time. Staff are committed to their work and this is reflected in the enjoyment they demonstrate when interacting with the children. Staff's ongoing suitability and quality of teaching is monitored through supervision, appraisal and a programme of training to address underperformance. This ensures children are always closely supported and engaged.

Partnerships with parents and carers and with other agencies are very strong. There is a shared commitment to the promotion of equality and the recognition of each child as an individual. All parents spoken to were extremely supportive of the nursery, recognising the progress their children make as a result of the support provided by staff. A strong system to support children with special educational needs and/or disabilities is in place to ensure they are integrated fully and given individual support by staff. Staff work closely with external agencies and support workers, such as therapists and educational psychologists. Assessments enable staff to successfully implement early interventions recommended by others, which contributes to a consistent approach for the children. Consequently, the education, family support, care and health services are highly tailored to meet each individual family's needs.

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	EY399397
Local authority	Hampshire
Inspection number	926657
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	99
Name of provider	Kids
Date of previous inspection	29/10/2012
Telephone number	01329 242960

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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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