

Klever Kids Day Nursery

511 Aspley Lane, NOTTINGHAM, NG8 5RW

Inspection date	30/08/2013
Previous inspection date	17/09/2010

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

- Children are motivated and eager to learn, they show high levels of independence, are confident and settle exceptionally well. Key person relationships have developed well with children and their families.
- All children are warmly welcomed and fully included in the life of the nursery. They are respected as individuals, treated with kindness and their emotional security is given high priority. Relationships with the practitioners are warm and nurturing.
- Children are happy and make good progress, their development is well-monitored and their next steps in learning are accurately identified and well planned for.
- Skilled practitioners provide a stimulating environment where children are enthusiastic to investigate, learn and have fun.

It is not yet outstanding because

- There is scope to improve the opportunities for children in the toddler room to explore and use an even wider range of media and materials.
- Practitioners are not always consistent in how they encourage children to link the sounds to letters, when naming and sounding the letters of the alphabet.

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 the main playrooms and the outside learning environment.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with the provider, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, the nursery's self-evaluation document, planning documentation, and a selection of policies, practitioners and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full Report

Information about the setting

Klever Kids Day Nursery registered in 2010. It is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of four provisions under the same private ownership and operates from a two storey converted house in the Aspley area of Nottingham. Children are cared for according to their age and stage of development in group rooms on either the ground or first floor of the property. Access to the premises is via a ramp and there is a buggy park for the storage of pushchairs. Children use an enclosed outdoor area that consists of a hard surface and artificial grass.

The nursery opens from Monday to Friday all year round, with closures for public holidays and one week at Christmas. Opening times are from 7.30am until 6pm. Children attend from the local and wider communities. There are currently 78 children on roll, of whom, 69 are within the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery employs 17 members of childcare practitioners, of whom, all hold relevant early years qualifications.

What the setting needs to do to improve further

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

- extend the opportunities for the younger children to freely access and explore for themselves different media and materials
- provide consistency in how practitioners link sounds to letters, in naming and sounding the letters of the alphabet.

Inspection judgements

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

At this welcoming nursery, practitioners have a positive impact on children's learning and development. Children make good progress in relation to their starting points and ability. Practitioners gather useful information about children's care and learning before they start at the nursery. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning. Practitioners understand the revised Statutory framework of the Early Years Foundation Stage and carry out regular observations and assessments of children. Parents are offered the opportunity to see their child's progress

in their development records and regularly speak with their child's key person. Practitioners have a good understanding of how children learn and they plan exciting and motivating activities for them. They understand that children learn well from first-hand experiences and strive to provide as many as possible for those at the nursery. Children with special educational needs and/or disabilities are included within the nursery and their aspirations for their achievements are relevant and appropriately challenging, and they are given strong support. Planning effectively supports individual children in their learning and development; it covers all areas of learning and provides appropriate challenge for all children. Practitioners monitor progress by continually observing the children, making notes of what works well and developing activities to ensure the children progress to the next stage of development. A two year progress check is carried out around each child's second birthday. This progress check is shared with the parents and the health visitor if necessary. Throughout the nursery different languages are displayed, this helps children and their families who speak additional languages feel valued and part of the nursery. Practitioners also learn key words of the children's home language to help the children settle.

Children are interested and engaged in their play and they can choose from a wide range of well-organised and stimulating resources which enhance their development. However, there is scope to improve the free access to a range of media and materials for younger children, to allow them to explore for themselves, and demonstrate their creativity. All the children can join in with the good range of activities because at the setting they promote an inclusive environment. Practitioners use good quality interactions and open questions to encourage children to think further and enjoy language. Children's work is displayed throughout the nursery to make them feel valued and acknowledged.

Children enjoy exploring the shaving foam and express delight as they find the insects within this media. The younger children bath the dolls and find their facial features as they wash the doll's faces. Two pre-school children help each other to complete a jigsaw puzzle and 'high five' each other when they finish the puzzle, gaining a good sense of achievement. Children learn about road safety as they monitor the traffic lights and use these to monitor and direct the children on the wheeled toys. The children use their imagination as they pretend to go on imaginary journeys. Children's computer skills are very good as they are able to start a program and move between games and the different activities on the computer. Practitioners encourage children to use language and take time to listen to them. They do simple activities like clapping out the syllables in the children's names. However, not all practitioners are consistent in using the phonic sounds. Children recognise numbers as they roll the large dice outside, they also confidently say what number follows a number when asked by the practitioners in play. This demonstrates their good early mathematical skills. Children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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

The premises are well-maintained and generally well-resourced to provide children with a stimulating environment in which they learn and develop. A well-established and effective

key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children very well and can clearly demonstrate how they are helping them to move forward and make good progress. Practitioners in the baby and toddler rooms provide young children with physical interaction and cuddles. This helps them to form secure emotional bonds and attachments. Older children are quick to seek out practitioners for a cuddle if they become tired or need reassurance. Children are well-supported in their transitions between rooms and parents are fully involved. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Their transition on to school is also good as the nursery has built up effective relationships with the local schools in order to fully support the children.

Throughout the nursery, children spend time with other age groups in the outdoor activities. This helps them to become familiar with other children and practitioners. Children's health is well-promoted and there are clear and consistently applied systems in place to protect them from infection. Effective systems are in place to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit greatly from the balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Meal times for older children are sociable occasions as they sit together in small social groups. They learn how use utensils correctly as they serve themselves their meals, this helps to prepare them for school readiness and promotes independence.

Children's behaviour is good, they know how to move safely through the nursery and start to take responsibility for their own behaviour. They have positive nursery rules for the older children to follow and understand to help them manage their behaviour. Tidy up time music is played to help children understand and help with the tidying up of the resources. Children thoroughly enjoy spending time outdoors and the resources and activities provided to enhance their physical development and well-being are good. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety when using scissors, as practitioners incorporate gentle reminders of how to use resources safely as they play. Children form very positive relationships with both adults and their peers, work happily alongside each other as they learn to share and take turns. They are polite and use 'please' and 'thank you' as part of their normal daily routine. Practitioners model good social behaviour for children and offer them frequent praise. As a result, children gain a strong sense of self-esteem because they know that they are appreciated. Children's views are recognised and their interests form the basis of all planning.

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

The registered provider is extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Very effective management structures are in place and communication with all levels of practitioners is good. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well-safeguarded in the nursery. Practitioners are well aware of the ratios and space requirements to ensure children's safety at all times. Comprehensive child protection policies and procedures are known and understood by all practitioners. The manager understands their responsibilities well, to ensure that children are safe. Practitioners have a broad understanding of child protection issues and work successfully to support children and families. Effective recruitment procedures ensure that only those suitable to work with children are appointed. Practitioners also sign regular suitability declarations to state they are suitable to work with children. There is an extremely positive attitude towards professional development and practitioners are fully engaged with regularly developing their skills and expertise. The management and practitioners demonstrate a significant capacity for continuous improvement and they continually reflect on the service, which they provide. The nursery welcomes feedback from parents and carers, in order to strive for consistently high quality. They are very effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. Practitioners share information with them on a daily basis through discussions and by sharing the learning journal records regularly.

The manager keeps well-organised records and policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and practitioners are supported to implement them consistently. The senior management team works alongside practitioners so they role model good practice and observes them to identify any areas of their practice which require improvement. There are good processes for supervision as the senior management team have regular meetings and hold appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

In order to identify any gaps in children's learning the senior management team regularly check all the children's learning journals. This means they ensure that all are showing an accurate assessment of children's skills, abilities and progress and can support practitioners to target specific areas of learning if necessary. All children are included and supported well and the nursery promotes equality and diversity highly successfully. The manager and practitioners ensure that the effective partnerships with parents and external agencies help to secure well timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that their children are happy and that they feel very well informed. They have seen their children's learning journal records and are very happy with their progress. One parent stated that their child is growing in confidence. Parents state that the practitioners are very reassuring and that their children are well cared for at the nursery. The provider and practitioners have effectively addressed the recommendations raised at the last inspection. Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and

parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. The nursery is proactive in implementing the changes necessary to sustain improvement and consistently explore new ideas.

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	EY405025
Local authority	Nottingham City
Inspection number	915301
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	78
Name of provider	Janet Kerry
Date of previous inspection	17/09/2010
Telephone number	01159293300

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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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