

# Kirby Muxloe Day Nursery

45 Barwell Road, Kirby Muxloe, Leicester, Leicestershire, LE9 2AA

<b>Inspection date</b>	04/09/2013
Previous inspection date	27/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 protected well. Managers and staff successfully identify and minimise potential risks. They have a secure understanding of their role and responsibility to safeguard children.
- A good management team is in place. This is reflected through the range of professional development and training opportunities offered. As a result, staff are well supported in meeting children's wide ranging needs.
- Children are settled and show a strong sense of belonging in the nursery. This is because they form warm and trusting relationships with the caring and committed staff.
- Children benefit from an enabling, well-resourced environment and staff have a secure knowledge of how young children learn through their own interests. As a result, children have fun and are happy enthusiastic learners who are eager to join in.

### It is not yet outstanding because

- There is scope for staff to build on the already positive relationships with parents, in order to enhance the information provided and further involve them in their children's care and learning.
- There is scope to extend the very good opportunities to further promote younger children's creative development by providing time and space for them to have a go and do things for themselves.

## 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 held a meeting and carried out a joint observation with the manager at agreed times during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in all group rooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of practitioners working with children and children's assessment records, planning documentation, self-evaluation and a selection of policies and documentation.

## Inspector

Claire Jenner

## Full Report

### Information about the setting

Kirby Muxloe Day Nursery is a privately owned provision. It opened in 2005 and operates from four rooms in a converted house. It is situated in the village of Kirby Muxloe in Leicestershire. There is level access to the premises. However, older children are mainly cared for on the first floor of the premises, which is accessed by stairs. The nursery is open each weekday from 7am to 7pm throughout the year. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is currently caring for 74 children in the early years age range, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three- and four-years-old.

The nursery employs 24 staff, all of whom hold appropriate early years qualifications and two are working towards a higher level qualification.

### What the setting needs to do to improve further

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

- enhance younger children's creative development by providing the time, space and opportunity for them to have a go and do things for themselves
  
- review the processes for providing information for parents to enhance the information already provided in order to further involve them in their children's care and learning.

## Inspection judgements

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

The manager and staff have a secure knowledge of how children learn. They provide a welcoming and stimulating environment where children feel confident and secure. Staff know the children well and complete purposeful observations and assessments of them, using these to plan meaningful activities around children's next steps in learning. As a result, all children make good progress, are well supported and are prepared for school. Systems to assess children's starting points are effectively implemented and movements within the nursery effectively managed to support continuity of care. Strong relationships with settings in the local area support children's move to school and their next stage in

learning. For example, arrangements to visit the local school and meet teachers are in place prior to children starting full-time education.

Staff speak with parents regularly about what children have been doing and they have ready access to their children's individual learning journals. This means that they are given some insight in their children's learning and they speak positively of the progress their children have made. In addition, parents are provided with daily written diaries and email updates. However, details about daily activities are often generic and do not clearly show individual children's achievements and next steps. As a consequence, parents are not always fully supported in extending their child's learning at home. Parents are invited to attend 'play sessions' to see what their children do first hand. For example, a recent event resulted in children and parents enjoying and learning about the benefit of outdoor play during a 'den building' session. Staff have implemented effective systems to enable relevant assessments to be made for two-year-old children and these are shared and agreed with parents.

Children have good opportunities to choose from a wide range of resources and activities in continuous play provision areas. For example, book dens, creative areas and role-play areas, which reflect both everyday life and fantasy. For example, young children act out familiar events in the home corner, while older children hunt for 'pirates' gold' in the treasure island. Children have access to the outdoors each day and covered areas and gazebos means that there is shelter and shade during hot and wet weather. Children are observed to run, climb steps and propel themselves along on wheeled toys with growing skill and confidence. A 'forest area' provides children with good opportunities to explore and learn about nature as they watch and study the small animals in the 'bug city'. They work cooperatively together and use large pieces of fabric and other equipment to create tents and dens in the trees.

Staff talk to children which ensures children's communication skills are good. They enjoy easy access to a broad range of books and reading materials. They spend time either alone or with familiar adults, looking through these, talking about what they see and pointing to familiar pictures. Older children understand print carries meaning, as together with a member of staff, they follow the instructions in order to make a 'wooden spoon animal'. They show their pleasure and sense of achievement as they share the end result with their friends and other members of staff. Children of all ages enjoy singing and participating in action songs and rhymes during planned sessions and spontaneously as they play. Staff successfully engage children's attention and promote their listening skills. They regularly use props, such as puppets, and change the tone and intonation of their voices to capture children's interest. Staff help children make marks in a range of play opportunities, such as painting and sand and have access to a good range of resources, such as pens, pencils and crayons to explore their growing skills further both indoors and outside.

Children have numerous opportunities to be creative and enjoy using a wide range of resources and sensory experiences. For example, they explore and compare the smell and texture of tomatoes and baked beans and use glue and paper to make collages. However, on occasion, younger children's opportunities to try and do things for themselves and be creative are not as well promoted as possible, as staff take over and reduce access to

resources. This sometimes has an impact on children's ability to explore different media and be creative. Staff introduce children to mathematics in a variety of play activities and everyday routines. An example, of this is children counting the stairs as they return to their group room after time playing outside. Older children successfully recognise numerals as they take it in turns to find numbered 'gold coins' from the treasure chest. Younger children explore shape, space and measure as they fill and empty containers of different sizes in the sand and water tray.

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

Children are cared for in a calm and caring atmosphere, which creates a positive learning environment for all. Staff pay close regard to the safety of children and ensure that activities, resources and equipment are appropriate to their individual needs and interests. In addition, great care is taken in creating a welcoming environment that effectively promotes children's sense of belonging and achievement. For example, throughout the nursery, children's artwork and annotated photographs of them engaged in activities are attractively displayed and celebrated. Children's ability to play independently is well supported through the accessible toys and equipment both indoors and outside. As a result, children make choices about what they would like to play with. For example, a very young child explores her surroundings with confidence, independently opening low-level drawers to find the toy of her choice.

The effective implementation of the key person system within the nursery ensures that children form secure emotional attachments. Settling-in sessions are negotiated and agreed with parents and are reflective of the individual needs of children. Staff have a secure knowledge and are sensitive to children's specific likes, needs and routines. For example, very young children's 'comfort blankets' are close by and readily accessible when they are tired and ready for a sleep. Consideration is made in supporting children in building relationships with all staff and children in the setting. They enjoy regular opportunities to play alongside their older and younger peers outside or when visiting other rooms. As a consequence, moves from home to nursery and from group room to group room are effectively supported and managed. Furthermore, links with local schools and other providers of the Statutory framework for the Early Years Foundation Stage are well established. This ensures consistency of care for children as they move from one setting to another.

Children behave well and staff consistently praise and encourage children during activities and everyday routines. This successfully contributes to children's confidence and self-esteem. Children play well with their peers, sharing and taking turns with toys and equipment. For example, during group circle time, older children respectively watch and listen to each other before taking their turn to find the 'pirate treasure'. They clap enthusiastically, acknowledging each other's success. Younger children are gently asked to share and take turns with the glue sticks during an art and craft activity. Children's awareness of managing their own safety is effectively promoted. For example, children know they must sit still on their chair at lunchtime, so they do not wobble and fall, and must hold the hand rail when climbing the steps of the slide.

Children's understanding of healthy practices is effectively supported. They have daily opportunities to be physically active. Arrangements to ensure children on the first floor regularly benefit from outdoor play are well established. As a result, all children enjoy daily opportunities to access the well-resourced garden area where they can engage in a broad range of activities. Children are offered a balanced diet with meals freshly prepared on the premises. Clear records, a colour coding system and individual place mats, helps to ensure that children's individual dietary needs are met. Children enjoy the social occasion of eating together and show growing levels of independence as they serve and feed themselves. Staff understand the importance of good hygiene practices, which they pass on to the children. In addition, children's independence and understanding of managing their own personal hygiene and healthy practice is appropriately supported. For example, children independently wash hands before eating their lunch and help themselves to water when thirsty.

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

A high priority is given to the safety and welfare of children at the nursery. This is because the managers and staff have a secure understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Effective safeguarding procedures are in place which are shared with staff and parents. This includes an explanation of the action to be taken in the event of an allegation made against a member of staff and covers the use of mobile phones and cameras in the setting. All policies and procedures are reviewed and updated to ensure they contain all of the necessary detail to underpin practice within the nursery. All staff are supported in attending training. In addition, regular discussion and 'question and answer' sessions ensures that they are up-to-date with any changes in legislation and remain fully aware of their roles and responsibilities. Detailed risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed and any changes and action taken noted. All staff remain vigilant about children's safety. Consideration is made to the deployment of staff to ensure the adult to child ratios are maintained and children are well supervised at all times. Consequently, children play in a safe and secure environment.

Robust recruitment procedures mean that staff complete the required suitability checks and have completed training. All staff complete a comprehensive induction process to help them understand what is expected of them. For example, all new members of staff complete 'questionnaires' on policies to enable managers to check their understanding of what these mean in practice. Frequent meetings for managers and staff provide opportunities to share any concerns, good practice and ideas within the nursery and other settings within the company. Robust arrangements for regular supervision meetings and annual appraisals enables the manager and senior managers to identify learning needs for each individual member of staff. A rolling programme of training ensures that all staff are supported in updating their skills, knowledge and level of qualification in order to support children. Staff have forged positive working relationships. They recognise and respect each other's individual skills and attributes, which creates a positive and welcoming environment. Managers work closely with staff to monitor and evaluate the educational programme. For example, managers regularly check planning and assessments and give

feedback to support staff in ensuring they are consistent and precise. This means that staff are well supported in delivering the requirements of the Statutory framework for the Early Years Foundation Stage.

Partnerships with parents are positive and they express their appreciation for the welcoming staff group and the care that their children receive. They are provided with useful information regarding policies, procedures, practice and the care of children. This is achieved through daily discussion, email updates, regular newsletters and informative display boards throughout the nursery. All parents are invited to share 'wow' moments from home. For example, envelopes for parents to place notes and share comments about their child's achievements are in place outside each group room. Wider partnerships with appropriate professionals and with other providers of the Early Years Foundation Stage are successfully established in order to support individual children.

Managers and staff show a commitment to providing good quality care and teaching to children. This includes monitoring the educational programmes to ensure children make good progress. Arrangements to evaluate the provision are in place and ongoing and successfully feed into a clear action plan for continued development. Parents are invited to contribute to this process through verbal and non-verbal methods. For example, questionnaires, comments and general discussion. This demonstrates a clear understanding of the strengths of the setting and areas where there is scope for development in the provision for children.

### 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

<b>Unique reference number</b>	EY301382
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	908185
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	45
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Magic Nurseries A Ltd.
<b>Date of previous inspection</b>	27/05/2009
<b>Telephone number</b>	01162 390900

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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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Piccadilly Gate  
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