

# KIDS Pre-School Nursery

Delta House Units 4-6, Salterns Lane, Fareham, Hampshire, PO16 0QS

<b>Inspection date</b>	08/10/2013
Previous inspection date	13/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Skilled staff give excellent, tailored support to each unique child. Children make very successful steps in their developmental progress given their starting points and abilities.
- First-rate partnership working with all professionals working with individual children means that children's needs are met exceptionally well.
- The nursery builds excellent relationships with parents and the whole family. Staff highly engage parents in all aspects of the nursery, which contributes extremely successfully to the outcomes for children.
- The provider and staff have an excellent understanding of their responsibility to ensure they meet the safeguarding and welfare requirements.
- Children play and explore in a stimulating, rich, well-planned environment that promotes effective learning and challenge.

## 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 play and learning activities and tracked children indoors and out.
- The inspector spoke to the Director, manager and deputy, regarding leadership and management.
- The inspector looked at children's progress records, planning, and sampled documentation particularly related to safeguarding and welfare.
- The inspector spoke to parents to gain their views of the nursery.
- The inspector undertook a joint observation with the deputy manager.

## Inspector

Lorraine Wardlaw

## Full Report

### Information about the setting

KIDS Pre-school nursery was registered in 1996 and provides a range of services for children including an Early Intervention Service for under two-year-olds and extensive community based services for birth-19 year olds, including Outreach, Family Support, Young Carers and Training for other providers. It is run by a registered charity. The centre is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. There are currently 27 on roll. The nursery is in receipt of funding for free early education for children aged two, three and four years. Opening times are 9am to 4pm on a Tuesday and Wednesday. On Monday, Thursday and Friday it is open from 9am until 1.30pm. The nursery operates term time only.

The centre provides three types of provision, which includes a nursery for children aged 0 to five years, a holiday play scheme for children aged 0 to eight years and a Saturday fun club for children aged 0 to eight years. Most children who attend have a variety of special educational needs and some have multiple disabilities. Parents, health departments and social services refer children. The nursery is inclusive and children come from a wide range of backgrounds and from a wide geographical area. Some children are transported in by mini-bus with escorts for each child. The early years manager, responsible for the overall organisation of the nursery, holds Early Years Professional Status. A team of twelve staff, which includes sessional staff and one volunteer, work directly with the children. All staff hold relevant early years qualifications. The nursery incorporates a Highscope approach. It is a member of the Pre-school Learning Alliance.

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

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

- develop further the outdoor area, making it a rich, varied and imaginative experience for children.

### Inspection judgements

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

The nursery meets the needs of the children extremely well because of the exceptional educational programmes they offer to the children. Staff are highly knowledgeable about matters relating to child development and how to effectively support all children, particularly those with learning difficulties and/or disabilities. Staff effectively tune in to each child's learning needs and offer high quality, tailored interaction and support, which ensures children flourish in their development. For example, staff use systems such as the

structured teaching method. This helps children who have difficulty with receptive and expressive language, sequential memory, and handling changes in their environment. Through this excellent method, children make progress in their key areas of development. They have a schedule and a personalised stick, which has their favourite toy character on. When their key adult, gives them the stick during freely chosen play, they independently go to the planner. Children take off the picture of the 'planned' play activity, walk and match it to another in the area within the nursery, such as in the book area. Children then sit down with their special adult to share a favourite book, looking and listening. This enables children to participate in an adult-directed learning activity and gives them structure and organisation within their play environment. For those children who require it, staff use sign language to aid children's understanding of language. Good staff to child ratios means that children are given a lot of attention from staff who are well trained and fully understand them.

Many children demonstrate their eagerness and delight at being in the nursery alongside practitioners who expertly support their needs. For example, children independently go to their individual planning board, choose a pictorial activity and excitedly sing and dance along to favourite stories they hear on a CD. They talk about the characters of the book, and join in with repeated elements of the story, which successfully promotes their literacy skills. Other younger children, sing, dance and move their bodies with gusto using coloured scarves; they are highly engaged and learning well. This is because children are having a lot of fun, talking, laughing and being socially interactive. There is a sharp focus by the staff in promoting non-verbal and verbal communication skills amongst the children to ensure they can move on in their development. The focus on children acquiring key skills for their future and a positive attitude to learning is highly evident in the nursery. For example, they are encouraged to 'have a go' at climbing on the recyclable tyres, first being hand held by an adult and then independently. Excellent record keeping and the tracking of children's developmental progress in relation to their various starting points and abilities is in place. Precise, sharply focused written assessments include all those involved in children's learning processes such as parents and other early years professionals. These contribute to accurate personalised planning for each child and high learning outcomes, taking into account children's starting points.

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

The nursery offers a very secure, stimulating, child-friendly environment where children feel welcomed, very settled and happy. The rich and varied play areas, with well-chosen quality play resources, effectively supports children's all round development. For example, an attractive and inviting chip shop is set out for role-play, after children visit a local chip shop, to extend their understanding of the world. However, the outdoor learning area is not as attractive and imaginatively laid out for children as the indoors. The children are cared for by a competent, caring staff team, who has built very good relationships with each of them. The key people have a particular in-depth knowledge of each child, their home backgrounds, the professionals involved in their life, and their very specific needs. Children show they have formed secure bonds with their special people, who are very responsive to them, particularly during routines of intimate care. Staff sit with them at

mealtimes to promote social interaction and skills; when a key person leaves the lunch table children show a strong attachment to them because they too leave the table, and want to join in with the adult discussion. The strong skills of the key staff means that care practices, such as the administering of medication, are carried out extremely well.

There is very good attention to health and hygiene practices in the group. All children enjoy nutritious, healthy snacks, such as fruit, breadsticks and pancakes with water to drink, mid morning. Personal independence is promoted at snack time with children encouraged to wipe the table, to pour their own drinks and peel the fruit. Children's behaviour is very good, particularly those who, at times present challenging behaviour. They receive good praise and encouragement from staff who are consistent in their behaviour management of children, and who are good role models. Staff are observant and work extremely effectively with parents to positively promote children's desirable behaviour. For example, staff send home a bilingual, pictorial 'tidy up' sign so they can jointly work together with the children who show resistance to this part of the daily routine. Children who require it, have a risk assessment and care plan, that records their specific needs and requirements regarding their medical health and behaviour. This helps staff to take appropriate steps to minimise risks and keep children safe at all times. The nursery has many success stories. For example, children who demonstrated aggressive behaviour towards others now show care and concern for other children. Children enjoy regular outdoor play experiences, gaining lots of fresh air and exercise. They run and use the wheeled toys skillfully going round the circular path. Children become excited as they attempt the challenges and risks of the large and small play equipment outdoors. For example, stepping across, balancing and bouncing on the varied surfaced stepping crates. Children are eager to get involved and engage in ball play, with the drainpipes fixed to the fence, with excellent support by the member of staff. Children are well prepared for the next stages in their learning. There are very good systems to ensure children moving from little explorers to big explorers have the confidence and self assurance to do so.

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

The provider and staff ensure that the safeguarding and welfare requirements are implemented to the highest level. All staff, including sessional staff and students, undertake rigorous induction which is tailored to their job role and responsibilities. This includes students on short term placement having a mentor and employed staff completing the charities, self devised, e-learning modules. These modules are extensive, and cover the nursery's rigorous policies and procedures. Sessional staff show a complete knowledge of their roles and responsibilities. Everyone is trained in safeguarding practices and knows who to go to if they are worried about a child or an adult. Staff have an extremely secure knowledge of the child protection procedure and carry it out with vigilance, understanding and extreme competence. Robust procedures are in place for the recruitment, supervision and appraisal of staff, to ensure their first-rate practices are continually built upon. The staff team are very self-aware and are remarkably focused on consistently delivering a high quality provision. The nursery's written and up-to-date, self-evaluation is accurate and is informed by the whole staff reflecting on practice and

includes constructive parental feedback. There are extremely effective systems to monitor staff teaching and learning practices through sharply focused peer on peer evaluations. The pursuit of excellence and uncompromising drive for improvement is very evident with many new initiatives in place since the last inspection. For example, a larger, more welcoming parents' area in the foyer, has been developed which includes resource boxes for them to take home.

Partnership with parents and engaging them in the work of the nursery is highly successful.

A parents 'Chit chat' group fundraises expertly, to ensure that finances are always available to make improvements. For example, they organised a 'fairground day,' which was highly successful and much fun for the whole family. 'Chit chat' also provides a good, invaluable support network for families most in need and training workshops are delivered through the group by the staff and other professionals. For example, parents received training on behaviour management of children. Staff are very welcoming and friendly when parents arrive to collect their children and have a good communication exchange with the key person. Parents knowingly report of the true partnership working that takes place, stating 'It's been life changing for us as a family'. Partnership working with external agencies is exceptional. Portage, speech and language therapists and occupational therapists all visit and liaise extremely successfully with each specific child's key person. They share their assessments and knowledge of the ever-changing needs of each child and work together on the teaching of their next learning steps. The team around the child has contributed greatly to extremely positive learning outcomes 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>	110252
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	932294
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Kids
<b>Date of previous inspection</b>	13/09/2011
<b>Telephone number</b>	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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