

# Kids Corner Day Nursery

45 Sleaford Road, Metheringham, LINCOLN, LN4 3DG

## Inspection date

Previous inspection date

16/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 form secure emotional attachments with staff and show high levels of confidence within the nursery. They enthusiastically explore their environment and participate in activities with enjoyment.
- Children make good progress in their learning and development as they engage in a broad range of activities indoors, which are planned around their interests and developmental needs.
- Children develop good self-help skills and levels of independence due to the effective organisation of resources and because staff encourage them to undertake tasks for themselves.
- The management team demonstrate a clear vision for improvement and use effective systems for self-evaluation to plan realistic targets to strengthen practice.

### It is not yet outstanding because

- Outdoor play areas are not always organised as effectively as possible to build on the stimulating play space and fully support development in all areas of learning.
- There is scope to enhance the already very good procedures in place for children's planning and assessment by providing further opportunities for parents to contribute to this process.

## 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 observed children's activities in the baby room, toddler room and pre-school room.
- The inspector held a meeting with the owners of the nursery and spoke at appropriate times to staff throughout the sessions.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.

## Inspector

Carly Mooney

## Full Report

### Information about the setting

Kids Corner Day Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a converted bungalow in the village of Metheringham, Lincolnshire. The nursery serves the local area and beyond and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. One of these members of staff also holds Early Years Professional Status. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7am until 6pm. 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 two-, three- and four-year-old children.

### 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 organisation of the outdoor play areas to provide a stimulating and well-resourced environment to fully support children's all round development
- improve ways to encourage parents to consistently share what they know about their child, so that planning and assessment helps them make even better progress.

## Inspection judgements

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

Staff organise the nursery well and ensure children can easily access a broad range of toys and equipment in all rooms, resulting in them being active and independent learners. For example, babies help themselves to toys of their choice from low-level storage baskets. Children join in activities with enthusiasm and enjoy their time in the nursery. Staff have a clear understanding of how children learn through play and support them well in their chosen activities. Children's communication, language and thinking skills are promoted well throughout the nursery, as staff encourage children to communicate, repeating words to babies and using routines, such as snack and lunchtime to develop conversations. Staff skilfully question children to extend learning and encourage thinking skills. For example, in the pre-school room children are asked, 'How can you make it go faster?', when the

conkers they have scooped up with their digger, pour slowly into the container. Toddlers are encouraged when playing with toy animals to describe and think about the features and asked how do they know which is the elephant. Books are readily available and children engage well as they listen to familiar stories in small group situations or look at books independently. Babies in particular enjoy the closeness of snuggling on a staff member's knee to hear the story and point to the pictures they can see. Older children learn to problem solve as they complete challenging jigsaws and are introduced to mathematical concepts, such as half, when filling their cup half full with milk at snack time. Activities such as these ensure children are making good progress towards the early learning goals and gain sufficient skills for the next stage of their learning, such as starting school.

Planning is effective in providing a broad range of interesting daily activities based on children's interests and individual learning. For example, staff recognise a baby's interest in the baskets of children's nappies and add playing with dolls and real nappies to their planning. Children are observed in their play and a record kept of their time at the nursery. Staff complete an overview of children's progress, which the manager monitors for effectiveness. Parents complete 'all about me' booklets when their child first starts to provide staff with valuable information regarding children's needs and interests. A progress check at the age of two is shared and their input is valued at transition times, as children move from room to room. However, there is scope to further strengthen the planning and assessment systems by providing further opportunities for parents to share their observations of their children from home on a regular basis.

Children have opportunities on a daily basis to spend time in the outside area and in all weathers, as wellington boots are provided and appropriate shelter when needed. However, there is scope to improve the stimulating outdoor area, in order to enhance and extend learning across all areas of development. For example, children sometimes have fewer opportunities to explore their natural environment and express their creativity. Children are taken out from the nursery for walks in the local vicinity or to use the park and have recently collected conkers from nearby trees to use in their play. Older children access computers to complete simple programs and gain mouse control. Children play with other resources to support their understanding of information technology, such as mobile telephones and know how to use them. For example, babies put the telephones to their ears and babble during their play. Effective systems are in place to support children who speak English as an additional language when they attend the nursery. Children listen to songs in other languages and celebrate the cultures and beliefs of others through planned activities.

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

An effective key person system means that close relationships are established with all children and their families. This enables children to feel safe and secure within the nursery. For example, babies unsettled by someone new entering the room, seek out staff for cuddles and reassurance. The two baby rooms have recently been refurbished to

provide a welcoming 'home from home' environment with soft furnishings, such as, a sofa, cushions and rugs. Plans are in place to replicate this look throughout the nursery for children of all ages to play in a 'homely' environment. Babies and young children's individual routines are adhered to, such as sleep and feed times, which meets their immediate needs. Daily written and verbal information is exchanged with parents of all children, so that changing needs are constantly met.

Children are encouraged to have an 'active' voice and are praised for using it to express their own needs and wants. For example, children in the pre-school room are confident to ask each other if they want to swap or have a go with a toy that someone else is using. Children of all ages are consistently encouraged to 'have a go', to develop and support their independent skills. For example, when cutting round their picture with scissors or serving their own food at lunchtime. Children demonstrate good levels of confidence and self-esteem and their behaviour is good. Children are kind and considerate to each other and work together well in routine activities, such as lunchtime, where they pass the dish to their friends when they have finished with it. They approach staff with ease and feel confident to ask staff for help when needed, for example, when struggling to cut up their food or pour their drink.

Children's awareness of developing a healthy lifestyle is promoted through the provision of healthy meals and snacks and through regular outdoor physical play opportunities. Meals are prepared fresh on the premises and provide a well-balanced diet. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety. For example, the action to take in the event of a fire and the care needed when cutting fruit with a knife.

Transitions within the nursery are effective as clear information is exchanged from key person to key person as children move rooms. Children gradually move, based on their individual development needs as well as age. Effective systems are in place for when children attend other settings and good relationships have formed with local schools. Teachers visit the nursery and children attend events, such as sports day, to support a smooth move to school life.

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

The owners of the nursery are firmly dedicated to providing a high quality provision for all and have worked hard to implement meaningful improvements since taking over the existing registration. Clear self-evaluation enables priorities for improvement to be quickly identified and strategies implemented. Improvement plans are constantly reviewed and revised to improve practice. Staff have developed a clear understanding of their responsibilities in meeting the learning and development requirements and strive to provide all children with an effective and enjoyable learning experience. The manager spends time in each room on a regular basis to informally observe staff's practice and engages in supervision meetings to support staff's professional development. There are

good opportunities for staff to attend training, which supports their individual interests and benefits children attending, such as 'Beginning with babies'.

Arrangements for safeguarding children are good. Clear recruitment and vetting of staff helps to ensure children are cared for by a suitable staff team. Effective channels of communication are in place with parents and staff are kept aware of children's individual needs and family backgrounds at all times, to ensure they are fully safeguarded. Staff attend regular child protection training and clear induction procedures ensure they are clear about their roles and responsibilities and the general running of the nursery. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks.

Positive relationships have formed with parents and they are warmly welcomed into the nursery. Staff demonstrate a good understanding of the benefits of working closely together to meet children's needs and have recently introduced new ways in which parents can support their child's pre-school life. For example, books are taken home each week to read with parents. Staff are experienced in working with other professionals to support children's progress when attending the nursery, which helps to provide a strong contribution to meeting children's individual needs.

### **The Childcare Register**

The requirements for the compulsory 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>	EY456706
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	914040
<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>	48
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Kids Corner Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07815772545

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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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