

Kiddy Factory Speke

Windward Drive, Estuary Commerce Park, Speke Liverpool, L24 8RF

Inspection date	07/10/2013
Previous inspection date	29/04/2010

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 happy and secure. They benefit from warm and trusting relationships with their key person and all staff.
- Children behave well. They play together cooperatively. This is because staff support children well through clear explanations and encouragement
- Children are well protected in the setting because staff have a good knowledge of their role in safeguarding children. This includes the knowledge and confidence to act should they have a concern about a child.
- A well-developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning.

It is not yet outstanding because

- There is scope to enhance children's understanding of the differences between themselves and others.
- Children's understanding and ability to take risks when using the large outdoor equipment is not always supported.

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 looked around the premises indoors and outdoors.
- The inspector spoke with the manager, provider and staff. The inspector also took account of parents' views spoken to on the day.
- The inspector carried out a joint observation with the early years professional in the pre-school room.
- The inspector looked at a range of documentation, including children's records, policies and procedures with particular attention to behaviour management and safeguarding.

Inspector

Sandra Harwood

Full Report

Information about the setting

Kiddy Factory Speke was registered in 2006 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is one of two owned by a private company. It is situated in a purpose-built building on a commerce park in the Speke area of Liverpool. The nursery serves the local and wider community and is accessible to all children. It operates from 11 playrooms and there is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 and level 6. One member of staff holds Early Years Professional Status.

The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 82 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with English as an additional language.

What the setting needs to do to improve further

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

- promote children's understanding of the differences between themselves and others. For example, by extending the range of resources and activities that increase children's understanding of disability

- support children to take well-planned risks, especially when using the equipment outside to develop further their physical skills.

Inspection judgements

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

All children demonstrate they are happy learners, who really enjoy the interesting range of activities made available for them. They readily engage from the moment they enter the nursery and continue to be actively engaged throughout their day. A good balance of adult-led and child-initiated activities offers challenge and motivation to children. Staff interact well with the children and this helps them become confident to choose activities for themselves, which supports their growing independence. Staff are enthusiastic and

have a good understanding of child development and how children learn through play. They skilfully judge when to become involved and when to allow them to independently explore. Staff record regular and accurate observations of children and use this information to plan for individual children. They transfer these findings onto trackers, which enable them to follow children's progress and identify areas for further development in their learning. This includes the progress check at age two.

Staff gather comprehensive information from parents at settling-in visits. They use this information to ensure activities are developmentally appropriate for the diverse starting points of children as they enter the nursery. Staff continue to involve parents in their children's learning through sharing books, ideas, 'wow' moments at home and daily verbal exchanges of information.

In the baby rooms, staff arrange the environment effectively, so that children have full access to equipment by wriggling, crawling or toddling to each area of the rooms gaining the confidence and skills to enable them to become active learners. Older children enthusiastically join in activities, for example, they become creative by making pictures, choosing from the range of resources available. Others explore a range of textures through the dough, paint or water. Pre-school children show their problem solving skills as they use the range of equipment in the water. They use the funnel to pour water into the jug, looking as they do, they realise that they have to put their finger over the hole in the bottom and squeal 'success it works'. Regular use of the spacious outdoor area enables children to develop their physical skills, however, opportunities to learn about safe risks on the climbing frame or balance beams are not fully supported. Children show their concentration is developing as they persevere to thread the shapes together identifying each one. Others enjoy the sensory experience as they make the play dough and talk about how sticky it feels. They show visitors how it is on their fingers, rubbing hands together as staff demonstrate how to remove it before going to wash their hands.

Staff use counting in everyday activities, such as when lining up to go to the dining room, which develops children's understanding of applying counting in a practical way and prepares them for the next stages in their development. Staff engage children in activities that encourage them to talk frequently and help them improve their language development. For example, staff skilfully asks children questions that encourage their thinking skills. They encourage children to think about the colours they see when mixing the glitter in the corn flour and water mixture. At story time, staff use props related to the story and encourage the children to join in, developing their language and listening skills. Incidental teaching opportunities to extend children's understanding are used effectively, for example, when a baby rabbit hops into the garden, the staff use this to engage children in conversations about feeling scared. This helps children's understanding about feelings along with developing their understanding of the natural world. Children have a good range of resources to help them to understand about the diversity of the world, however, there are fewer resources to support their understanding of disability and recognise the differences between themselves and others.

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

All children, including babies show a strong sense of security and belonging within the nursery. Children grow in confidence as they form warm relationships with their key person and other staff. For instance, babies relish their close contact from their key person when showing signs of tiredness and respond warmly to their kind words and gentle reassurance. Older children show their feelings of security and trust as they invite staff to be involved with their games. They confidently seek reassurance and make their needs known. Children are encouraged to care for each other, they sit sociably together and talk to each other or adults as they play and during their snack time.

The nursery provides a very bright and friendly environment. The good quality and attractive resources are stored at child-height, so that they can make their own choices. Effective team work ensures that children's well-being is prioritised and the positive atmosphere contributes to a nursery that is warm and welcoming. Parents, key persons and staff work together during transitions within the nursery to ensure everyone feels ready for the move. Children's independence and cooperation is supported as they develop the skills and attitudes they need to move onto the next stage of learning and eventually to school.

Staff talk with children increasing their awareness of being healthy, for example, explaining the importance of drinking milk and water. This is enhanced by the freshly cooked healthy meals and snacks. Drinking water is available at all times encouraging children to think about their own self-care needs. Younger children enjoy their daily exercises and staff use a range of opportunities to encourage them to understand the importance of exercise. Babies and toddlers enjoy using the gym room where they try new skills on the soft play.

Behaviour across all rooms is good because staff are consistent and offer clear explanations as to what is acceptable and role model respect to each other and the children, which helps them to feel safe. Staff acknowledge when babies do not like nappy time as they talk to them about why it has to be done. Distracting them with gentle reassurance and making the animal sounds to match the pictures they can see. Staff support the children in their daily routines, for example, tidying up before snack or meal times. This encourages them to understand about taking responsibility for their nursery. Children are encouraged to take turns with resources and staff reinforce sharing with well-deserved praise.

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

Children are protected through staff's good knowledge and understanding of their role in safeguarding children. This includes their knowledge and confidence to act should they have a concern about a child in their care or concern about adult behaviour. The providers have a full understanding of their role and responsibility to keep children safe and meet the learning and development requirements of the Early Years Foundation Stage. The effective deployment of staff ensures that children are well supervised throughout their time in the nursery. Robust and effective recruitment ensures that all staff is knowledgeable have relevant clearance and are suitable to work with children. A thorough

induction process for any new staff and student ensures they are aware of their role and responsibility within the nursery. Staff ensure the environment, indoors and outdoors, is safe and secure through regular risk assessments and take appropriate action if required to eliminate possible risks. Consequently, children move freely and safely throughout the nursery.

Consistent and effective monitoring of the planning, assessment and delivery of the educational programmes is carried out by the nursery's early years professional. Consequently, this information along with good role modelling by staff is used as the basis for planning and improving practice and activities. A range of evaluations, such as questionnaires enable all interested parties within the nursery to be involved with the continuous evaluation process. Action plans for each room are developed and implemented from this information. Supervision is based on consistent and focused observations and evaluation of the impact of staff's practice. Training is identified through staff interest and the needs of the nursery with any underperformance identified and support given. Regular team and/or room meetings along with appraisals further support staff in their role and practice and enable everyday issues or needs to be discussed. Leadership and management are effective in ensuring that all staff understands their roles and responsibilities.

All documentation is well organised and all policies and procedures are in place to meet the needs of all children. These are reviewed regularly and used as working documents to ensure the safe and secure running of the nursery. Parents have access to all the policies and all required parental permission is signed and dated. Partnerships with parents are well established and contribute ensuring children's needs are met. The special educational needs coordinator has established links with outside agencies. This means that children in need of additional support are identified and extra resources are secured effectively. Parents say they value the support staff give them as a family. They say staff are friendly and give children really good care and support in their learning and keep us well informed about what the children do and address any concerns we may have.

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	EY334149
Local authority	Liverpool
Inspection number	937634
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	130
Number of children on roll	82
Name of provider	Kiddy Factory Limited
Date of previous inspection	29/04/2010
Telephone number	0151 427 4444

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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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