

Kiddies Kingdom

3 Addington Court, Addington Way, LUTON, LU4 9FZ

Inspection date

Previous inspection date

07/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children | 3 |
| The effectiveness of the leadership and management of the early years provision | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Children's communication and language skills, including those with English as an additional language are promoted because staff use a range of ways to encourage this, including translation. As a result, the development of children's language is progressing well.
- Children are developing a sense of personal safety within the setting and they behave appropriately because staff offer clear guidance and use the nursery boundaries to promote consistency.
- Arrangements for performance management are in place and all staff have access to regular training. Children are safeguarded because suitable recruitment and vetting procedures are in place. As a result, the safeguarding and welfare requirements are met.

It is not yet good because

- The key person system is not consistently used to ensure that children's care is fully tailored to their individual needs. Not all parents are aware of the importance of a key person system which sometimes means that children do not always benefit from a shared approach to learning.
- Children are not consistently challenged or supported in their independent play which sometimes reduces opportunities for them to make the best possible progress in their learning.

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.

Inspection activities

- The inspector observed activities in the main room of the nursery and the outside area. Children and staff were spoken to, throughout the inspection.
- The inspector checked evidence of the suitability of staff working with children, the provider's monitoring and evaluation plans and the policies and procedures.
- The inspector conducted a joint observation with the nursery leader.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and from information included in parental questionnaires.

Inspector

Jo Rowley

Full report

Information about the setting

Kiddies Kingdom was registered in 2013 and is on the Early Years Register. It operates from a unit in Luton and is one of two settings which are privately managed and serves the local community and surrounding areas.

The pre-school and nursery are accessible to all children and there is an enclosed area available for outdoor play. The pre-school and nursery employ four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one member of staff holds a level 2 and is currently working towards a level 3. The manager, who oversees both settings, has an Early Years Degree and Early Years Professional Status.

The pre-school and nursery opens Monday to Friday and sessions are available from 8am to 6pm. Children attend for a variety of sessions. There are currently 18 children attending of whom all are in the early years age group. The pre-school and nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- explain the key person role to parents and use this more effectively to further support children's learning, development and care
- promote opportunities for children to be independent. Develop activities so that children are provided with sufficient challenge to support and encourage their learning and development.

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

- improve the monitoring of staff practice to enhance regular evaluation of what children can do.

Inspection judgements

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

Children are learning and developing in line with expected levels of development because staff observe and assess the progress they make and incorporate their next steps in to future activities. However, staff do not consistently provide children with suitable opportunities for them to be effectively challenged. For example, during group activities

where children make individual poppies all the resources and materials are pre-drawn and pre-cut ready for children to put together. As a result, not all learning experiences are matched to children's needs and provide sufficient challenge to enable them to make the best possible progress.

Staff demonstrate a satisfactory knowledge and understanding of the Statutory framework for the Early Years Foundation Stage with regard to the educational programmes. They plan experiences to cover the prime and specific areas of learning and take into account children's interests to ensure that they engage appropriately. For example, during circle time on the carpet children practise their phonics with staff and this is extended to incorporate the different things they can name beginning with that sound. This helps to support children's readiness for school. Additionally, children's speech and language skills are encouraged because staff use a range of techniques to promote this. For example, all children, including those with English as an additional language, are encouraged by staff who repeat words, model appropriate use of language and translate where required. This means that children who are not yet comfortable speaking English are able to communicate effectively with staff where required.

As much information as possible is requested from parents, when children start at the nursery, to support staff in building their initial assessments. Staff work closely with parents to ensure that effective links are promoted and this means that relationships are built and achievements are shared. Furthermore, children's progress is shared with parents through their learning profiles and parent meetings. However, ways to further support parents to promote learning at home are not promoted to the optimum. Children have regular opportunities to develop their physical skills as they access a range of equipment inside and outside. Additionally, they are encouraged to learn about shapes, measures and height as, for example, they build a range of towers with construction toys. Children's personal, social and emotional development is promoted as the staff regularly praise children for their actions, such as well done for sharing. As a result, children's self-confidence is well supported.

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

Children are happy, settled and leave their parents and carers with ease. They are supported by staff as they take part in activities and they build sound bonds with other children. Children's emotional well-being is supported by staff. However, the key person system, although in place, is not fully effective in ensuring that all children's care is individually tailored to their needs. Some parents are not aware of the importance of the key person role. Furthermore, daily information about the children's time at nursery is not consistently shared with parents. For example, as some parents collect their children they are not informed of the activities their children have taken part in or why they might have had a change of clothes.

Children behave appropriately because staff reinforce the nursery boundaries through discussions, to ensure that children understand right from wrong. For example, during small group time children are encouraged to talk about the nursery rules and they are praised for remembering and sharing each one with their peers. As a result, children learn

appropriate ways in which to behave. The nursery provides a warm and welcoming environment with a range of stimulating resources, which children are able to choose from. Children work well together, using their imaginations as they create their own games in the home corner and welcome staff interaction as they join in. For example, staff provide opportunities to develop children's speech and language as they ask open-ended questions about what they are cooking or making for each other. Additionally, they encourage children to share and take turns, promoting their understanding of being kind.

Children have regular opportunities for outside activities as they take part in outings in the local community and visit the local park. During these opportunities children develop a sense of personal safety with staff supporting them. However, on occasions children are not given the opportunity to be independent. For example, while outside on climbing apparatus staff are there constantly holding children without letting them take safe risks. Children learn about the importance of being healthy because staff use opportunities, such as physical activity to support their learning. For example, after a music and movement session staff use the opportunity to talk about why children feel hot and why their hearts are beating faster. Additionally, they eat a range of healthy snacks. However, children are not provided with consistent opportunities to develop their independence at meal times because staff do everything for them. For example, they place, cups, bowls and food out for the children and as a result, children's independence is not fully encouraged.

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

Children are safeguarded because staff are aware of the importance of protecting their well-being. Safeguarding and welfare requirements are met because appropriate checks on adults are carried out and children's safety is closely monitored. For example, the recruitment of staff is suitable and includes checking references as well as a Disclosure and Barring Service check being completed. Additionally, the designated lead for safeguarding has a clear understanding of her role and all staff have attended basic safeguarding training. The nursery policies and procedures are reviewed regularly and staff are responsible for ensuring that they update their knowledge of all policy reviews and amendments.

Staff qualifications and deployment of staff are both sound to ensure that supervision of children is appropriate. The managers have recruited and retained a staff team who are well qualified, and as a result, the quality of the learning environment is sound. Staff complete a suitable induction programme, have twice yearly supervision meetings and a yearly appraisal to ensure that their own training and development needs are reflected on. The managers have high aspirations for the nursery and provide systems to observe, assess and monitor each child's progress. However, although managers have high aspirations they do not necessarily have an accurate view of the quality of teaching in the nursery. This is because the observing of staff practice and regular evaluation of what children know and can do is not consistently monitored.

Partnerships with parents are sound. Staff support parents through translation both verbally and with documentation, if required. As a result, parents are aware of what the

setting are providing and their views are taken into consideration. Parental questionnaires highlight the strengths and areas for improvement and managers take this on board when reflecting about how the service can move forward. For example, some parents suggested their children take part in more outings. This was discussed and evaluated and as such children now enjoy more opportunities for trips and outings away from the nursery. In addition, the views of children are taken into account through the planning of activities. For example, staff observe what children are interested in and plan to accommodate these interests where possible. Partnerships with other agencies, such as speech and language therapists are promoted to ensure that children benefit from working together to promote their learning and development. Additionally, relationships with other settings delivering the Statutory framework for the Early Years Foundation Stage are not currently required because children do not attend any other settings. However, during discussion the manager demonstrates a clear understanding of why engaging in professional working relationships benefits children and helps to consistently promote their learning and development.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | EY462528 |
| Local authority | Luton |
| Inspection number | 919387 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 34 |
| Number of children on roll | 18 |
| Name of provider | Javid Mohammad Iqbal |
| Date of previous inspection | not applicable |
| Telephone number | 07872054693 |

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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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