

Kids 4 Us Nursery

Kids for US, School Bungalow, Upper Road, Madeley, TELFORD, Shropshire, TF7 5DL

Inspection date	11/11/2013
Previous inspection date	29/06/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is outstanding because practitioners make excellent use of accurate assessments of children's progress to plan activities that enable children to achieve exceptionally well, given their starting points and capabilities.
- The management team fosters a culture of self-belief as staff are empowered to maintain high levels of professional development. The staff receive constant support and supervision, which enhances their skills and knowledge exceptionally well.
- The extremely successful partnerships with parents and other professionals encourages full involvement at all levels and across all aspects of children's care and learning. Children are supported to make significant progress towards the early learning goals.
- Transitions within the nursery and strategies used to support children's readiness for school ensure children's confidence and resilience is built up over time.
- Children show high levels of confidence within the nursery, which is fostered through warm, caring and successful attachments and bonding strategies used by confident and knowledgeable staff.

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 activities in the three base rooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the registered person, the manager, the deputy manager and the childcare staff.
- The inspector scrutinised children's assessment records and planning documentation.
- The inspector scrutinised a range of documentation, staff suitability, qualifications and training, policies and procedures and the providers self-evaluation form and improvement plan.
- The inspector took account of the views of parents and their children spoken to on the day and from information included in the settings own parent survey.

Inspector

Mary Henderson

Full report

Information about the setting

Kids 4 Us Nursery was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey demountable building on the grounds of The John Fletcher of Madeley Primary School, Madeley, in Telford, it also operates from the school bungalow. It is managed by a private partnership. The nursery and breakfast and after school club serves the local area and is accessible to all children. It operates from six rooms and there is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and seven staff hold a qualification at level 3. One member of staff is unqualified. The nursery opens Monday to Friday, for 48 weeks of the year. Sessions are from 7.30am until 6pm Mondays to Thursdays and 7.30am to 5.30pm on Fridays. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The nursery provides funded early education for 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:

- enhance children's self-initiated learning further through the use of a range of strategies, such as a pictorial catalogue of the resources on offer, as well as the resources they can see directly.

Inspection judgements

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

The quality of teaching is highly successful within the nursery because the staff are qualified and attend an extensive range of early years training with the local authority and through in-house training, which keeps them up-to-date and highly motivated. The staff have excellent underpinning knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and have high expectations of themselves and the children they care for. Consequently, this has a very positive impact on all children's learning and development. There is a sharp focus on ensuring the characteristics of effective teaching and learning are delivered through an extensive range of stimulating activities built around the children's own interests. As a result, children are progressing exceptionally well towards the early learning goals, given their starting points. The strong emphasis in promoting children's physical skills and communication skills alongside their personal, social and emotional development ensures children build on their positive dispositions to learn very well. For example, children become excited and look forward to their regular forest school visits, where they like to balance and jump over logs, run through the trees and look around for wildlife and insects. The staff ask them open questions about their findings, such as, 'what have you

found?' and 'what else can you see?', which engages children and extends their enthusiasm to learn. The staff support the children's thinking skills during circle time as they recall and proudly talk about their findings from the day. Children collect twigs, leaves and insects to take back to their home made bug hotel sited in their garden, which they investigate enthusiastically during outdoor play times. Other forest school ideas created in the garden for children's enjoyment includes the mud area, where they stamp and walk through in their boots and dig with their spades. The staff use innovative ways to support and extend children's identified interests. For example, staff support them with songs and stories about a bear hunt and provide props for imaginary play as they stomp about, crouch and growl pretending to be bears. Children show great pleasure as they make such connections and show that they are enjoying themselves as they laugh and giggle with their peers and the adults around them. Babies are also provided with the important resource of time. They show they have fun and enjoy themselves as they explore and make loud noises with real pans and spoons and join in singing and number rhymes, supported by staff who know them very well. This supports younger children's physical, communication and personal, social and emotional learning and development extremely well. The staff provide an excellent range of opportunities for children to be involved in their local community. This includes regular visits to the local church for harvest time, Easter and Christmas. For example, during harvest time the children's grandparents become involved by coming into the setting to listen to children's singing and appreciation of their grandparents. Grandparents and the parents join in with harvest time and go along with their children on the church outings to show their support. Other outings to places of interest includes the local museum, where the staff talk to the children about historical events and extend this further with the children through stories and various activities back at the nursery.

The staff provide an excellent range of resources and equipment to engage and extend children's learning and development in the indoor and outdoor areas. Children's independence is supported well as they make their own choices about what they want to play with. However, at times, younger children or new children are not always provided with prompts or pictures of all the resources within the room during their child-initiated play times. As a result, younger children sometimes make random uninformed choices only from what they can see nearby during such times. Older children's mathematical learning is very well supported by the staff. For example, children enjoy investigating as they fill and empty various vessels during sand and water play, which is provided for them both indoors and outdoors each day. The staff provide different innovative ways to support children's counting and construction activities. For instance, children count small marshmallow pieces as they carefully thread these onto dry spaghetti sticks, using their imagination to build their own intricate constructions such as a tipi. The staff support the children's ideas encouraging them to think of ways of working and problem solving during such times. A range of media is used to extend all children's interests. This includes providing shaving foam for children to hide their cars and lorries in and then make tracks across the play ground as they explore cause and effect. Babies too enjoy messy play as they make marks and mix paints with their hands and fingers, enjoying such activities both indoors and outdoors throughout the year. The assessment of children's learning at all ages is precise and sharply focussed because all staff have an extensive understanding of the importance of observing and assessing children and identifying the next steps in their learning and development. This is done holistically as the staff spend quality time

each day supporting the children they care for as they undertake their adult-supported and child-initiated activities. There is a key focus on building older children's literacy skills. For example, all indoor and outdoor areas are rich in print and the staff make excellent reference to these as children play. Children make their own displays, which are sited low down and include photographs of their extended family, their pets and their homes. During circle time the staff encourage children to recall the first letter of their name and they identify other items in the environment starting with the same letter with confidence and pride.

There are excellent strategies in place to engage parents in their child's learning and development. For instance, there is a nursery-to-home link diary, which encourages parents to add comments regarding their own observations of their child's learning at home. Parents add comments and photographs of their child's activities and outings with the family, which supports the key person's knowledge of the individual child and the child's interests over time. There are open sessions for parents to come in and talk to their child's key person and to look through and discuss their learning journal documents. This supports the excellent two-way communication so that parents and staff are working together to support the individual child's developmental progress, both at the setting and at home. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their health visitor check at age two.

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

The staff are warm and sensitive with the children, which fosters their emotional development exceptionally well. The key person systems ensure high levels of individual care. For example, the key person ensures they get to know the child and their family very well during their settling-in sessions. During such times the key person collates important significant information from the parents and from their initial observations, to ensure an individualised learning plan is effectively identified and implemented. This ensures children settle quickly and securely into the routines of the nursery. Children's self-esteem and confidence is recognised as an important factor in supporting children's well-being. The staff are excellent at fostering children's bonding and attachments. For example, babies are held and cuddled by their key persons and always picked up when they need to be comforted. This ensures that they are able to develop emotionally over time and builds on their confidence so that they are able to play with or nearby their key person, looking to them for support when they need it most. Younger children and babies see their own photographs and those of their family because the staff site these low down on the wall in their play areas. This comforts children and builds on their sense of security within the nursery. All children are supported exceptionally well during times of transition. For example, their key person spends quality time with them in their next room to ensure they settle in well in their new surroundings with their new key person. The new key person also spends time with the child observing them in their current room, getting to know what they like to do and their interests, which are then provided for in their new room. Toddlers and pre-school children spend extended amounts of time playing with one another in the double-access base room so they become familiar with all the children and the staff. This builds their confidence as they move up into different groups within the

nursery and ensures they settle in with little disruption. This supports children's emotional development very well and ensures they are supported during such times of transition. Older pre-school children are supported exceptionally well with their readiness for school. For instance, the staff ensure good solid relationships are built between them, the parents and the teachers from school. The staff take children on visits to the school and the teachers come into the nursery setting to get to know the children in their own environment, talk to their key person and discuss the child's interests and learning journal documents. This supports children's school readiness exceptionally well.

Children's behaviour is excellent and children of all ages show high levels of resilience. They show empathy for one another and play cooperatively during activities both indoors and outdoors. They have excellent sharing and turn taking skills, passing one another resources and they can be seen helping one another gather the toys to put away during tidy up time. The staff use all possible opportunities to support children's independence. For example, children know to put their own coats and shoes on to go outside and they show high levels of competence as they find their own belongings in the hallway. During snack times, the children know to wash their hands before eating and find their own name plates at the table as they sit and choose which fruits they wish to spoon into their dish. Their independence is further fostered because the staff support them to pour their own drinks and clear away their dishes when they have finished. Routines such as snack and meal times are utilised very well by the staff who talk to the children about their choices and about how fruit and vegetables are good for our bodies. This supports children's growing knowledge about a healthy lifestyle. This is further fostered as children plant, grow and harvest their own fruits and vegetables and eat these for their snack times.

Children are physically active every day because they all access the outdoor areas during all weathers. Babies are also able to play outdoors each day. They go out to play with the toddlers so they spend time with older children for parts of the day. Children of all ages use a broad range of equipment to practice their physical skills. This includes riding trikes and scooters around, chasing one another around and walking along various painted wavy lines on the tarmac. Children show they enjoy themselves as they spend time having outdoor fun with their peers. For example, children line up on their hoppers and shout 'ready, steady, go' as they race with one another, giggling and racing back again. The staff join in with children encouraging their physical development and supporting their risk taking, as they begin to challenge themselves and climb up the steps and go down the slide screaming with excitement and pride at managing this themselves. The staff provide a broad range of activities to support children's growing awareness of their personal safety. This includes inviting people who help, such as fire officers and the community police, to come in and talk to the children about the dangers of fireworks and how to keep themselves safe while near the roads. The staff also spend lots of time talking to the children, when on walks, about road safety and demonstrate the green cross code to ensure children have every opportunity to think safe while out and about.

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

The leadership and management of the nursery is excellent. The management and staff work closely together to ensure high levels of care and learning for all children on role. There is an uncompromising drive for continuous improvement at all levels. For example, the management and staff ensure that parents and carers and their children are all included throughout the whole process of self-evaluation. All stakeholders work together to identify and implement well focussed targets for future improvement on an ongoing basis. This ensures the children remain at the heart of all that happens at the nursery. Leaders and managers have an excellent understanding of the requirements of the Early Years Foundation Stage framework and work tirelessly over time to ensure the learning and development, safeguarding and welfare requirements are met at all times. Leaders and managers ensure all staff have a secure understanding of and implement the safeguarding policies and procedures of the nursery. All staff regularly update their child protection training, which ensures they are able to identify and report any concerns about the children in their care. To protect children further all staff know about the whistle blowing procedures of the nursery, should there be any concerns with anyone working at or visiting the nursery. This ensures children are kept safe at all times. The recruitment procedures of the nursery are excellent and include checking staff suitability to work with children. In addition, the staff work hard to ensure all indoor and outdoor areas are risk assessed daily to ensure the safety and security of all children attending. All outings are also risk assessed by the staff before the children are taken to any venue.

There is a strong focus on monitoring the teaching and learning programmes within the nursery curriculum. For example, the quality of teaching by the staff is monitored through observation of practice, within the rooms, by leaders and managers and this is feedback to the staff through the high quality supervision sessions, that are in place to support the staff and thereby benefit the children. There is a continuing targeted programme for the professional development of all staff to ensure they consistently improve their early years knowledge and understanding over time. For example, recent Busy Feet training has enabled the staff to improve the provision of children's physical play, both indoors and outdoors, thereby furthering their physical development through innovative dance and movement sessions. Other staff have completed training in nutrition. They are highly confident in talking to children about healthy eating and talk to parents about this also. Healthy menus and important information about nutrition is displayed to support all parents. Members of the management team have attended Early Language Development Programme training and have made further improvements in supporting all children's listening, understanding and communication skills. This is further extended by some staff who have researched and now use some signing with the children during the day. To support children's personal social and emotional development at all levels, all staff have attended behaviour management training. As a result, the staff are now more confident in resolving any conflict that may arise with their key children. To keep themselves up-to-date with how children learn the staff use a variety of resources and guidance to extend their knowledge. This includes uses guidance such as the Early Years Outcomes and Progress Matters and other guidance's researched on the internet, such as Every Child a Talker. The local authority works closely with the nursery and supports them in line with the rating scales used. These include The Early Childhood Environment Rating Scales - Revised and also The Infant Toddler Environment Rating Scales - Revised. Through the use of the indicators, the nursery is able to identify and implement ongoing improvements in the environment so that children of all ages are fully supported to develop across all

areas of their learning.

The staff team are very motivated and take it upon themselves to research the internet for inspirational ways to support their key child's learning and developing over time. As a result, children are provided with exciting and stimulating activities. The heart of children's learning is clearly understood by staff who care about the children and work hard to ensure they are progressing at all levels. The staff discuss their findings with one another during team meetings and implement improvements identified to support and extend the children's learning and development across all areas. The management team attend forum meetings within their local authority so they can share two-way information leading to better improved practice. They have attended workshops with the local authority, which looks at how to move on from good to outstanding and have high levels of confidence in themselves as a team. One excellent aspect of the nursery is that the staff retention is very high, with many having worked at the nursery for more than six years. Partnerships with parents and other providers and professionals is very strong and lies at the heart of the nursery. Highly effective relationships between all parties ensures anyone working with the individual child is included so that each child's needs are fully identified and met at all times. Parents comment on the excellent care and learning their child receives at the nursery. In particular, they state that their child looks forward to coming to nursery to see their friends and that they have close and warm relationships with the staff and that nothing is too much trouble. There is an array of information provided to parents to keep them informed and up-to-date at all times about the nursery and their child's progress over time. There are displays, newsletters and pamphlets on display so that parents know what is going on within the nursery. There is an open door for the parents and a warm welcome at all times.

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	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	208212
Local authority	Telford & Wrekin
Inspection number	876279
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	62
Name of provider	Valerie Price and Nicola Maczka Partnership
Date of previous inspection	29/06/2010
Telephone number	01952 270062

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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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