

# Kiddies' Cabin Day Nursery

St. Marks Hospital, 112 St. Marks Road, MAIDENHEAD, Berkshire, SL6 6DU

## Inspection date

Previous inspection date

13/11/2013

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

- Communication and language development is encouraged particularly well in all rooms.
- Children are happy and relate well to their playmates and the staff.
- Parents speak highly of the service offered, the progress their children make and the warm welcome staff provide. They are confident in the service offered.
- Children are working within their typical age range and records indicate they are making good progress, preparing well for their next stage of learning.
- Leadership and management are strong. Good organisation enables the staff to be well trained and children to receive a high level of attention.
- Robust safeguarding systems are in place and all staff have a good knowledge of these.

### It is not yet outstanding because

- Although staff are good at engaging the children and encouraging development some are more confident and consistent than others at extending children's skills and challenging their abilities.

## 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 the premises and resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager and staff.
- The inspector spoke to parents.
- The inspector read the providers self evaluation.

## Inspector

Lynne Lewington

## Full report

### Information about the setting

Kiddies' Cabin Day Nursery first opened in 2006 and re-registered in 2013. It is operated by Berkshire Healthcare NHS Trust. It operates from a single storey building within the grounds of St Marks Hospital in Maidenhead. The nursery is open each weekday from 7.30 am until 6 pm for 51 weeks of the year. The nursery has a policy of caring for children for a maximum of 10 hours per day. Children have access to secure enclosed outdoor play areas. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 78 children in the early years age group on roll. The nursery offers early years education funding for eligible children from the age of two. The nursery serves the local community and health service staff working at the hospital. The nursery supports children with special educational needs, and children who speak English as an additional language. The nursery employs 22 staff, of these 21 staff hold appropriate early years qualifications. The manager has gained a level five qualification in childcare management. Three staff are currently working towards gaining a qualification or furthering their qualifications. The deputy manager is working holds an early years foundation degree.

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

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

- make more consistent use of information about children's abilities and interests to challenge and extend their skills and knowledge.

### Inspection judgements

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

Children thrive in the warm nurturing care provided by the enthusiastic staff. Staff know the children well because they observe the children and communicate effectively with parents. This enables them to understand each child's learning and development needs. The children in each room within the nursery undertake a broad variety of interesting activities relevant to their interests, ages and abilities. However, although all staff are good at interacting with children a minority are not consistent or confident at challenging and encouraging children to extend their skills and abilities. For example, by showing them how to do things. This can lead to children losing interest.

Staff know how to encourage the learning and development of the youngest children and demonstrate this very clearly. They encourage the youngest children's communication and language skills, their physical development and personal, social and emotional development particularly well. Staff provide a narrative to the young children's activities, model language and use expression in their facial and body language. They provide

opportunities for the children to experience tactile activities, developing their senses and space to develop their physical skills as they learn to walk, climb and run. Staff are attentive to children's needs, recognising when a child is getting hungry, tired or frustrated and they respond appropriately and kindly. Opportunities to meet with older children and siblings increases their social opportunities and skills.

The older children demonstrate increasing curiosity and interest in what is going on around them. They ask questions and demonstrate an ability to make independent choices in their play. Children enjoy role play and increase their communication and physical skills as they play at hospitals. They 'bandage each other up' and ask questions about 'injuries'. The adults model how to use the stethoscope and children copy her actions. Children take 'notes' as they make marks on paper. Some show awareness of their names and the letters. Children enjoy opportunities to use scissors, old catalogues and glue sticks to create their own pictures. Sand and water is available throughout the nursery. Children develop their physical abilities to pour and fill containers and an awareness of quantity as they play and adults introduce words to their activity. They learn about the natural world through growing fruit and vegetables in the garden. They help to plant, nurture and pick the produce and then prepare it and eat it. Staff use mathematical language in their interactions with children enabling them to develop an awareness of shape, position, size and quantity. Children experiment with balls and pipes, for example. This helps them to learn about up and down and to predict what will happen if they move the pipe.

The key person system helps to ensure each child is carefully monitored. Staff observe the children carefully and discuss development with parents. They know what children like and are interested in and use this information to encourage development. Development records indicate children make good progress relevant to their age and stage of development. Informative progress checks for children at age two provide a summary of children's development and are informed by and shared with parents. If staff are concerned about a child's development they sensitively encourage parents to seek further advice. This helps to ensure any potential problems are addressed effectively. Good care is taken to ensure children who speak English as an additional language have opportunities to have their first language acknowledged. Children also develop their English language abilities through careful thoughtful interaction with the staff.

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

Children are forming appropriate secure attachments to those who care for them in the nursery. This enables them to feel secure and confident and settle easily when they arrive. Different rooms within the nursery follow simple but familiar routines which helps the children to feel safe. They begin to know what is happening, what to expect and how to behave. Staff are positive role models. They are calm, patient and consistent in their expectations of the children. Staff encourage the children to recognise their feelings, to be kind to each other and to share. These basic important issues are reinforced through routines, role play and stories. Consequently children behave well.

Children enjoy a healthy diet of fresh, nutritious food which is cooked on the premises

each day for them. Good care is taken to meet individual dietary needs. Children learn about healthy eating through their activities. They are encouraged to have regular drinks throughout the day and named cups of water are easily accessible in all rooms. They learn about the importance of good hygiene routines. Many show an ability to take care of their own hygiene needs relevant to their age and development. Children enjoy the physical play opportunities they experience each day in the fresh air and natural light. This enhances their sense of well being, appetite and encourages restful sleep.

Staff understand the importance of preparing children for changes in their lives. Moves within the nursery are managed, gradually enabling the child and parents to get used to the change. When children are moving onto school the staff talk to them about the change and help to prepare them by encouraging their independence skills. Staff talk to parents about preparing children for school and encourage them to take children to visit their new school to help with this transition.

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

The strong leadership and management team understand their responsibilities in meeting the learning and development and welfare requirements. Most staff clearly understand how children learn and develop. They ensure the broad variety of activities offered provide all children with opportunities to develop their skills across all areas of learning. The records staff maintain are monitored to ensure each child is making good progress and appropriate help is sought if concerns are highlighted.

Staff demonstrate a robust awareness of safeguarding procedures and the action to take if they have concern about a child. A clear policy is in place and displayed for staff and parents to see. The nursery actively promotes the fact that safeguarding is every ones responsibility and provides information for parents about what they should do if they have concerns about a child. Documentation and records are well maintained. New staff undertake a rigorous selection and interview process, which includes suitability checks. This helps to ensure they are suitable for their roles with young children. All new staff participate in an induction programme and receive support to settle in at the nursery. Staff are encouraged to undertake training and enhance their qualifications and to attend annual appraisals where development and performance are discussed. Regular staff meetings enable the team to discuss practice and enhance team working.

Partnerships with parents and others is strong. Parents speak very positively about the nursery and the progress they have seen their children make. They feel staff always make them feel welcome and are supportive if they have concerns about aspects of their child's development. Information is shared with schools that children move onto and teachers are invited to visit children in the nursery. The nursery has positive links with other services in the health service that can provide advice and support when required.

A comprehensive self evaluation has been undertaken. Staff and parents are invited to participate in the self evaluation process and the nursery is looking at other ways of

engaging parents in providing feedback as part of their development plan. The nursery strives to continuously improve. For example, they have sought professional advice to improve their outside play and have exciting plans in place to develop this aspect of their provision for the benefit of the children.

### **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	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

<b>Unique reference number</b>	EY460531
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	913743
<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>	63
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Berkshire Healthcare NHS Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01753 638 733

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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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