

Kids Corner Nursery Limited

12 Upperton Road, LEICESTER, Leicestershire, LE3 0BG

Inspection date

01/11/2013

Previous inspection date

07/08/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 develop good self-help skills and levels of independence due to the effective organisation of resources and practitioners encourage children to undertake tasks for themselves.
- Children are settled and show a strong sense of belonging in the nursery. This is because they have formed trusting relationships with their key person and the other practitioners.
- The manager and her deputy are committed to the continuous development of the provision through regular self-evaluation to secure improvements in all areas. This supports a motivated staff team where everyone works together to ensure the children benefit from a continually improving provision.

It is not yet outstanding because

- There is scope to further enhance the already good relationships with parents to have a more active role in supporting and extending children's learning in the home environment, particularly for those parents who are reluctant to contribute.
- On occasions staff working with some children miss opportunities to develop and enhance children's early language skills.

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 children playing in the three main playrooms and in the gym room and the manager and inspector conducted joint observations in all three rooms.
- The inspector looked at a selection of policies, planning documents, menus, children's records and their learning journeys and the provider's self-evaluation form.
- The inspector spoke with the manager, deputy manager, practitioners and the children throughout the inspection.
- The inspector took account of views of parents spoken to on the day and from written information included on parent questionnaires.

Inspector

Cathryn Wilkinson

Full Report

Information about the setting

Kids Corner Nursery Limited was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the City of Leicester and is privately managed. The nursery serves the local area and is accessible to all children. It operates from a four storey building and children occupy the ground and first floor with office and storage facilities on the third floor and basement respectively. There is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except for a week at Christmas and bank holidays. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 31 children attending who are within the early years age group. The nursery provides funded early education for 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 further improve the quality of the early years provision the provider should:

- increase opportunities for parents to be involved in their children's learning, for example, by providing information about how they can support their children's learning at home
- enhance the opportunities for all children to develop their communication skills by using words and phrases more frequently to describe what is happening in activities.

Inspection judgements

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children make good progress in relation to their starting points, ability and length of time they have been in the nursery and how often they attend. Useful information about children's care and learning from the parents is gathered as they start. Initial assessments enable them to set children's next steps and this is transferred to planning information. Children are provided with opportunities to experience a balanced

variety of adult-led and child-initiated activities. Practitioners engage effectively with children, listening to and observing them to know when to support or allow children to direct their own play. However, during some activities practitioners do not always encourage young children's language skills effectively through talking and introducing them to new vocabulary. For many children English is not their first language. Practitioners are aware of the languages children speak at home and fully support this in the nursery. Parents are encouraged to share key words from home. Practitioners support them using signing, picture clues and dual language books and as a result, this group of children make good progress. Special educational needs are well met. The support from the local authority enhances the practitioner's provision, while working together with their parents for the best outcome for children.

The outdoor play and learning facility is available to all the children throughout the day but this learning is enhanced further by trips into the community. Sometimes practitioners and the children go to the local shops for ingredients for baking. As they walk to the shops, they talk about the telephone box they pass and learn about road safety as they cross the road using the pelican crossing control. Other trips have been to the park, where the younger children toddle safely wearing reins, children play on slides and enjoy opportunities to climb, which improves their physical development. Children enjoy their visit to the farm where they have opportunities to handle small animals and discover their habitats. A recent theatre trip was successful with all parents and so a visit to a Christmas pantomime has now been planned.

Children actively use their imagination as they play. Following a recent dressing-up day for Halloween, practitioners set up a spooky role play area where children can invent spells and read books. Younger children play with torches in a dark den. They are beginning to learn about the world they live in. They make cards for their families at Diwali and investigate patterns made in lentils and seeds. A child was observed giving his card to his parent and proudly showing her how he can write his name. Children learn to count as they play because practitioners ask 'How many raisins have you got?'

Transitions for all children are well thought through. Initial settling-in visits are used as a time for practitioners to talk to parents about their children and make early observations, which contribute to a baseline assessment. Therefore, practitioners know children's starting points and can begin to plan effectively for next steps. Children are given time to settle in new rooms through short daily visits. Communication diaries are in place for children who attend other settings. Some contact with schools took place last summer where a summary of progress was shared with teachers. Children who completed their Early Years Foundation Stage in the nursery were supported by training by the local authority to moderate their profile scores.

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

The small, friendly cohesive team provide children with a safe and welcoming environment, which enables them to feel secure. Children form appropriate bonds and emotional attachments with practitioners, especially their key person, which helps to build

relationships. The warm welcome is extended to children and their parents each day and provides children with an easy transition from their parents' care. A parent comments that she knows her child is secure at the nursery, 'They smile and put their arms out to their key person. She sits them on her knee and gives them a cuddle, they are always happy coming in.' Children are happy and engrossed in what they are doing as practitioners support them to take full advantage of all that is on offer. Even the youngest children choose their own activities with determination and maturity.

Children develop independence as they learn to manage personal hygiene routines. One child is observed singing as they go to the bathroom to clean their teeth after lunch. They show great enjoyment as they look at their clean teeth in the mirror then skips confidently back to their playroom.

Children have access to a variety of rooms throughout the day. They love the quiet room where they can count the cars through the window on the road below or care for and observe the pet fish swimming in their bowl. Children access computers and musical instruments or share stories with their key persons. At other times they visit the gym and play bouncing on gym balls, dance to music or hula hoop. The small outdoor area gives opportunities to dig and plant, mark make with chalk or play in the house pretending to cook.

Children learn about healthy eating as they take part in buying and baking activities as part of their learning from a story book. They are offered healthy snacks and encouraged to make choices, recognising oranges, pineapple and raisins. A child tells the inspector 'I like oranges best because they are juicy.' They enjoy using their personal place mats that they have made with photos of them eating their favourite food. They use appropriate cutlery to eat their meals and pour out their own drinks, choosing their favourite coloured cup. Practitioners are mindful of dietary requirements, including those who allergies to nuts, vegetarians and children who eat halal meat. Posters of such children are prominent in the kitchen, all rooms and on the children's place mats.

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

Leadership and management is good because there is a strong commitment to providing a high quality provision for all children. Leaders have a very good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. They monitor the levels of planning and assessment for all the children and make sure that records are accurate and up to date. This means that the nursery offers a broad range of experiences to help all children to progress towards the early learning goals. Individual children's skills and abilities are also monitored to ensure they are fully supported to make positive progress. For example, the managers sample the learning journals, development trackers and progress check summaries and any gaps in children's learning and steps taken to address this are quickly identified.

This inspection included the monitoring of progress made relating to safeguarding issues

reported in the previous inspection. The safeguarding of children is given high priority. Improvements to the security of the premises are now embedded in practice and were observed by the inspector as she arrived at the nursery and throughout the day. Entry and exit procedures are effective in ensuring that only known persons access the setting and show photographic identification. An intercom and camera system allows staff to monitor the entrance to the nursery and further security is the use of coded doors into the children's rooms. Closed circuit television cameras are in operation in all rooms, the outdoor yard and in the entrance hall. All staff have been involved in updated, in-house training on safeguarding and the policy is now part of daily practice. As a result, all practitioners have a secure knowledge and understanding and keep up-to-date with any changes in legislation or practice. Parents are aware of the safeguarding policy and the Leicestershire Safeguarding Children Board procedures are accessible to them.

Children play in a safe and secure environment. Managers and practitioners carry out daily risk assessments to ensure rooms where children learn and play are safe. Children are safe because practitioners are vigilant in their supervision and are deployed effectively. Adult to child ratios are adhered to and effective cover is given by the managers when practitioners have lunch breaks. Practitioners ensure that all records relating to children's health and safety are well maintained.

Effective recruitment and vetting procedures ensure that only those suitable to work with children are appointed and a thorough induction process is in place for new employees, students and volunteers. An established system of appraisals and supervision meetings ensure practitioners feel valued and supported. Continuous professional development arises from identified priorities and practitioners own needs. Routine, ongoing renewal of core courses, such as, safeguarding and first aid help to ensure practice remains current and thorough.

Practitioners develop secure partnerships with parents, which helps ensure they have a good understanding of children's and families' needs. Parents receive regular newsletters and can review a detailed notice board to gain further information about such things as menus and local activities. Parents are informed about what their children are learning because they are invited to parent' evenings and practitioners give them feedback every day, both verbally and for some children through the use of a daily communication diary. However, opportunities to share ideas with parents to extend children's learning at home are less consistent. As a result, parents are not always able to contribute to children's learning. Comments from parents indicate that they are happy with the caring, friendly staff and the service provided. One parent spoke about how her child 'has grown in confidence. They love it and ask, is it nursery today?'

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

Unique reference number	EY452452
Local authority	Leicester City
Inspection number	937417
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	31
Name of provider	Kids Corner Nursery Limited
Date of previous inspection	07/08/2013
Telephone number	01163193032

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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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