

Kinver Garden Day Nursery

Kinver Garden Day Nursery, 1 Stone Lane, Kinver, STOURBRIDGE, West Midlands, DY7 6EQ

Inspection date

Previous inspection date

10/01/2014

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

2

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

- Staff are particularly skilful in forming secure attachments with children and their families, which ensures children are emotionally secure.
- Children are safeguarded well by staff who follow clear and concise care practices which are strongly focused on children's safety and welfare.
- Children are learning the importance of healthy lifestyles, behave well and are supported appropriately to develop their communication skills both in their home language and English.
- Leaders and managers work in partnership with staff to provide a warm, welcoming and well-resourced environment which supports children's physical and emotional well-being.

It is not yet good because

- Staff, especially those working with children over three years, are not consistently working together as a team to share information gained from assessment. This results in some children's learning not being fully supported.
- Leaders and managers do not consistently provide all staff with the support they need to fully understand their roles and responsibilities, especially with regards to supporting children's learning in the pre-school room.

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 all three playrooms, observed the children going outdoors and completed a joint observation with the manager.
- The inspector held meetings with the manager and owners of the provision.
- The inspector took account of the views of parents and carers included in the self-evaluation.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the providers audit form used for self-evaluation purposes.

Inspector

Dianne Adams

Full report

Information about the setting

Kinver Garden Day Nursery was registered under its current ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the village of Kinver in Staffordshire, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from four main care rooms laid out over two floors with stairs access to the upper floor. There is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including a room leader with Early Years Professional Status and a manager who has a level 5 qualification in Management and Leadership. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 43 children attending, 35 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- improve the effectiveness of assessment to ensure staff know how to support all children to make good progress in their learning, with particular regards to children aged over three years
- provide all staff with appropriate support through effective induction, supervision and coaching to ensure they fully understand their roles and responsibilities with regards to teaching and supporting children's learning.

Inspection judgements

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

Overall, staff have a sound understanding of how to promote children's learning through play and provide children with activities and experiences that cover the seven areas of learning. This ensures all children enjoy their time in the nursery and are occupied and engaged. All staff observe children during their play and the key person takes responsibility to reflect upon and monitor the amount of progress children make in all aspects of their learning. Information is shared appropriately with parents and some of the observations parents make at home are included in children's development records. This

prepares most children well for their next stage in learning. However, assessment is not consistently rigorous and staff teaching children aged three years and over, are not confident about the decisions made by the key person to support children's learning. This results in staff not knowing this group of children well enough to support them in attaining a consistently good level of learning and development. For example, staff continue at group time with their plans for children in the pre-school room to participate in music and movement, even though some children show they are feeling unsure, are reluctant to get involved and not enjoying this experience. In addition, while exploring numbers children in the pre-school room confidently name and identify numbers up to five, but staff do not extend their learning by helping them to compare different quantities.

All children benefit from a well-resourced environment and a routine that ensures they have time to initiate their own play, enjoy the outdoors and participate in small group activities. For example, all children aged two years and over enjoy planned circle times which prepares them for more formal learning and for school. Children in the toddler room sit and concentrate well as they explore the days of the week and greet each other warmly as they sing a 'good morning' rhyme to their friends. This develops their confidence for speaking and promotes strong relationships. Children continue their learning for maths and for reading as they count the number of children present and confidently identify their names written on laminated cards. In addition, staff work closely with parents to support children in the toddler room to learn and to use their home languages in their play and learning. For example, staff discuss and learn phrases used at home by parents and provide children with lots of praise and encouragement in both English and French. Children in the pre-school room develop their reading skills as they select their favourite books for staff to read in small groups. They sit and concentrate well as they listen to familiar stories, anticipating key events and repeating rhymes. Those children who are less confident are given plenty of time and opportunities by staff to answer their open-ended questions. This helps to develop their confidence and ensures they are all included. Children thoroughly enjoy hearing staff use their names as part of the story, which enthuses them and ensures they maintain their focus.

Babies also enjoy lots of activities which encompass their individual interests and ensures they are supported in their learning. They are encouraged by staff to explore their environment and the world around them. For example, babies thoroughly enjoy investigating household items, such as saucepans and media and materials, including gloop, paint, collage, sand and spaghetti. They have lots of opportunities to develop their physical skills outdoors as they negotiate large apparatus, such as a slide and see-saw. In addition, babies enjoy trips out into the community. For example, they benefit from walks along the canal and enjoy feeding the ducks. This develops their interest for the local community and natural world.

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

Children are supported well to feel safe and secure by developing strong bonds and attachments with all adults in the nursery, but especially their key person. This ensures children receive consistent and sensitive care from familiar adults, which successfully

promotes their emotional well-being. All children and their parents enjoy smooth transitions from home into the nursery. They are warmly greeted by staff each morning and children enter the nursery happily. Children show they feel safe and secure as they confidently say goodbye to their parents and quickly settle into the nursery routine. In addition, babies and young children demonstrate they feel safe as they sleep soundly after lunch in a quiet and calm environment. As children get older, they are supported to manage new experiences with confidence, such as moving into a different playroom or onto school. For example, children benefit from regular visits to their new playroom with their key person and are given plenty of time to form new and trusting relationships. To help children settle and develop positive relationships with their peers, staff plan activities around 'ourselves'. For example, staff caring for babies plan for them to explore mirrors, which supports babies to become familiar with and learn about others.

Staff are deployed well throughout the nursery and support all children to manage their behaviours and feelings. For example, staff interact well with children encouraging them to calmly tidy away the resources when preparing for a change in the routine and to walk sensibly up and down the stairs. This also develops children's physical skills and supports them to take responsibility for their own safety. Older children describe themselves in positive terms as they confidently talk about having a 'happy face'. This develops their self-awareness skills. In addition, staff encourage children to refer to each other as 'friends' which helps them to develop a mutual respect for others.

All children enjoy a healthy, nutritious menu which promotes their understanding of a healthy lifestyle. For example, they benefit from freshly prepared spaghetti bolognese for lunch, fresh fruit at snack time and help themselves to drinks throughout the day. Mealtimes are sociable occasions and children are encouraged to develop their self-care skills by washing their hands before eating and competently feeding themselves. Children's physical well-being is further promoted by children regularly accessing the outdoor play area which ensures they get fresh air and exercise each day.

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

Staff show a suitable understanding of their responsibilities to ensure the nursery meets the safeguarding, welfare and learning and development requirements. Staff demonstrate a sound knowledge and understanding of child protection issues and the action to take if they are concerned about a child's welfare. Safeguarding policies and procedures are written clearly and concisely and shared with staff and parents. Training in specific areas, such as safeguarding, first aid and food safety and hygiene, is accessed by most staff to strengthen their knowledge and understanding of current guidelines and regulations. The owners and managers follow safe recruitment and vetting procedures to ensure the suitability of all staff working with children is checked, monitored and clear records are kept. This includes, obtaining information about employment history, health, qualifications and completing disclosure and barring checks. Managers deploy staff well and those staff, who are more familiar with the nursery or more confident, work alongside and coach the less confident members of staff. This ensures the smooth running of the nursery. Staff

ensure children are provided with a safe and secure environment both indoors and outdoors. They identify all hazards and take appropriate steps to minimise them.

The owners have a realistic view of the nursery's strengths and areas that need to be developed. Considerable improvements have been made since registration relating to the health and safety of children and the organisation of the environment. Staff are in the process of managing further on-going changes to the way they observe, assess and plan children's learning. Managers have begun to formally observe and supervise staff and all demonstrate a commitment to doing their best. However, the performance management of staff is not sufficiently focused on the quality of the teaching throughout the nursery. This results in the pre-school children not consistently being supported by all staff to make good progress in their learning.

The nursery promotes sound partnerships with parents. They benefit from daily discussions with friendly staff and regular newsletters which communicate planned events and on-going changes. The views of parents are sought as part of the nurseries self-evaluation. Parents speak positively about the changes that have been made, which include moving the increasing number of younger children upstairs onto the first floor to provide them with more space. The owners also ensure they are developing positive relationships with other practitioners in the local area. They attend local network meetings to discuss the learning of individual children when they attend more than one setting, obtain support and share good practice. This results in children and staff getting to know other settings as they attend events, such as a Christmas play at the local school.

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	EY465767
Local authority	Staffordshire
Inspection number	926979
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	43
Name of provider	Care Expert Consultancy Ltd
Date of previous inspection	not applicable
Telephone number	01384 877807

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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