

Kushi Care Nursery

3 Dominus Way, Meridian Business Park, LEICESTER, LE19 1RP

Inspection date	19/11/2013
Previous inspection date	16/07/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 are happy, settled and show secure emotional attachments to staff. Sound procedures are in place to seek information on children's needs before they attend the setting.
- Safeguarding procedures are secure. Staff understand how to promote the health and safety of the children in their care.

It is not yet good because

- Teaching is not consistently good across the nursery. Planning, observation and assessment systems are not fully embedded into practice.
- Planning does not clearly offer a balance of adult led and child initiated activities to enable children's interests to be reflected across all areas of learning.
- Procedures to monitor the effectiveness of the planning and the quality of teaching to ensure that children make the best possible progress are not yet robust.
- Regular opportunities for young children to access the outdoors to have exercise and fresh air are not fully utilised.
- Children are not able to access print in other languages to help to promote inclusive practice.
- Opportunities for parents to be fully involved in their child's learning are not fully embedded.

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 practice and interaction between the staff and children in the indoor and outdoor areas.
- The inspector spoke with children, staff, management and parents at appropriate times during the inspection.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector undertook an inspection of the areas of the premises used for childcare.
- The inspector examined a range of documentation, including staff suitability records and qualifications, policies and procedures and children's developmental records.

Inspector

Alex Brouder

Full report

Information about the setting

Kushi Care Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Thorpe Astley area of Leicester, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three play rooms and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 101 children on roll, 88 of whom are within the early years age range. The nursery provides funded early education for two-three-and four-year-olds and serves the local and surrounding area. The nursery supports children who speak English as an additional language.

There are 19 members of childcare staff, 15 of whom hold appropriate early years qualifications to at least level 2. The nursery has support from the local authority.

What the setting needs to do to improve further

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

- improve teaching methods to ensure that the delivery of the educational programmes truly reflects children's interests and needs through a balance of adult-led and child-initiated activities across all age groups, particularly within the baby and toddler room
- ensure that staff use their skills to challenge and extend children's individual needs and gather observations and assessments to monitor children's learning and development to ensure their next steps are appropriately planned for to enable all children to make good progress.

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

- monitor and analyse the educational programme more effectively to ensure that staff are meeting the needs of all children and that children of all ages have opportunities to initiate their own ideas, particular for babies and toddlers
- recognise and equally value all languages spoken and written by parents and children, to support children's identity and sense of belonging
- support younger children's opportunities to use the outdoors to enable them to have more regular opportunities for fresh air and exercise
- extend the opportunities for parents to share information about their child's learning from home to enable this to be used to support children's play at the nursery.

Inspection judgements

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

The staff team appropriately meets the needs of children. Systems are in place to observe and assess children's progress, through for example, individual files, enabling staff to track and plot children's next steps appropriately. However, this is not robust as there are inconsistencies in practice, particularly within the toddler and baby rooms. As a result, activities planned are not always matched to children's interests or needs. Staff know children well and ensure that activities and resources are plentiful and easily accessed to enable them to make choices in their play. However, there are inconsistencies in the planning of adult-led play and child-initiated opportunities, leading to times that children are not always appropriately challenged or leading to staff missing opportunities to extend

children's skills as they play. For example, whilst sitting with a child during their play with a puzzle, staff miss an opportunity to talk to the child about which way the pieces should go in, or the pictures on the puzzle. In addition, play is very much initiated by children within the baby and toddler rooms. Whilst this is beneficial to children's play and learning, in that it enables them to make choices and develop independence, the scarcity of adult-initiated play means that staff do not always extend or develop during children's play, therefore missing opportunities to extend children's learning. As a result children are not yet making best possible progress in their learning and development within these age groups. Parents are encouraged to share what they know of their child's learning through an 'all about me' form when children start at the nursery. Information is shared on children's care and learning both verbally and through a communications book to ensure that parents are informed of their child's day. However, although systems are in place to enable parents to comment on children's progress and for staff to share ideas on how to support learning within the home, this is not yet robust. As a result, parents 'voice' within children's learning is minimal. Staff have developed appropriate systems to enable relevant assessments to be made to inform the required progress check at age two, and these are shared with parents. In addition, staff work closely with schools which children will attend helping prepare children to be ready for their move on to school.

Children arrive happily at the nursery and enjoy the company of their friends. Older children are eager to engage visitors in their play. They become animated as they talk about the range of activities they have been involved in and show their learning journals. In addition, they are acquiring sound skills in readiness for school. They know and understand the routines for meals and snacks, helping themselves to fruit and drinks. They sit in small groups and engage in discussion about the foods they eat and how it tastes. One child tells another 'this curry is yummy'. Overall, staff provide some interesting opportunities for first hand experiences for children to learn about the natural environment. For example, they water the plants in the garden, make 'mud pies' in the mud kitchen outdoors and learn how to care for and feed the African snails. As a result, children's understanding of the world develops. All children love to dance and have many opportunities to listen to music, play instruments as well as 'boogie bods' most days. This helps with children's developing coordination and physical abilities as they listen and move to the sounds. Overall, staff initiate conversations during daily routines, such as circle time, meals, library time and general play, to support children's growing communication and language. For example, staff imitate the sounds of a car as they push a book with wheels along the floor, stating 'beep, beep'. A young child, listens intently, take the book, pushes this along the floor saying 'bee, bee'. The member of staff praises them for this, leading to the child repeating this. Children of all ages enjoy books and have access to the nursery library on a regular basis. Older children have regular opportunities to 'choose' a book to take home and 'read' with their parents, supporting their early reading skills. Books and labels are used around the nursery to support children's growing understanding of print. However, opportunities for children to view print in any language other than English are not freely available. As a result, children, particularly those who have English as an additional language, have fewer opportunities to share differing parts of their lives with their peers, in order to enhance their sense of identity.

Children explore number and its meaning as they play. Staff support them in this, for example, during snack time an older child counts the number of children sitting at the

table. The member of staff asks 'how many more can we sit at the table', as there are empty chairs. The child is supported in counting these chairs, correctly identifying there are four more. However, staff occasionally miss opportunities for children to develop their mathematical skills as they play. For example, as toddlers are 'posting' shapes into containers staff do not 'count' these in or talk about the shapes they are using. Children relish creative play; using corn flour gloop, shaving foam, mud, water, sand and paints to express themselves. The evidence of their creations are clearly in view all around the nursery, enabling children to feel proud of their achievements. Further to this, children's imagination is well supported through the good range of role play and small world equipment accessible to them, to support children's ideas and interests. For example, shops, duck ponds, dinosaurs, castles and construction toys. Overall, children's physical skills are developing appropriately. Most children have regular access to the outdoors and older children are able to access this area more freely due to the proximity of this. However, frequent opportunities for toddlers to access this area are not available. As a result, there are less opportunities for this age group to explore their developing skills, for example in using wheeled toys or in climbing up and down stairs.

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

Children's gradual introduction to the setting and their key person supports their transition from home. Staff gather relevant information on children's care and learning needs before they begin at the setting, enabling staff to provide toys and equipment to support their play and enjoyment. As a consequence, children settle quickly and easily into this welcoming setting. Staff ensure that children's move from room to room is stress free by offering visits, with their key person, to help children become confident in their new surroundings. In addition, relationships have been developed with other early years settings, such as the local schools children will attend, to ensure information can be shared on children's care and learning needs. This supports children in feeling secure with change and contributes to their emotional well-being.

Staff know each of the children well. They are familiar to children's signs when they become tired or hungry and act upon this to support their individual needs. A full time cook is employed at the nursery to ensure that children's individual dietary needs are catered for appropriately. Systems are in place to monitor children's individual preferences along with any allergies or dietary requirements to ensure that children are only given food appropriate to their needs. Should parents request certain foods not to be given to children, steps are taken to ensure that practice is adapted with immediate effect, supporting children's well-being. Children learn about healthy eating through daily discussion, activities and routines. Staff talk with the children about the types of food that are good for them during meal times and play activities. Overall, all children have opportunities to practise their physical skills, from learning to crawl and walk to climbing and balancing, both outside and inside the nursery. During outdoor play most children enjoy using a full range of activities to promote their outdoor play and learning experiences.

Spaces that children use are well organised to support children's play. Indoors and

outdoors, staff are always on hand to monitor the safety and well-being of groups of children and good staff to child ratios are consistently maintained to ensure safety. Children feel and are safe within the setting and with staff, as potential hazards are minimised within the setting. Children's understanding of safety is promoted as they take part in regular fire drills and take walks out in the locality. Children behave well. This is because staff show respect and gently remind them of behaviour rules, such as not to run in the nursery. Older children enjoy praise given during activities which helps children learn to feel confident about themselves and enjoy their day. This contributes significantly to their sense of well-being.

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

All staff have a suitable understanding of the safeguarding procedures and how to implement them should they have concern for a child's welfare. Staff ratios are good, ensuring that children are well supervised at all times. Through discussion, staff demonstrate an awareness of signs and symptoms of potential abuse and of the whistle-blowing procedure. Parents are appropriately informed of the nursery safeguarding procedure before their child begins at the setting to ensure they are fully aware of the nurseries responsibilities. There are appropriate recruitment, vetting and induction procedures in place for all staff. Staff are fully aware that until all suitability checks are completed, they do not have unsupervised contact with children. Although there are no records to show how staff are inducted into the setting, they demonstrate through discussion their knowledge and understanding of the settings policies and procedures to ensure they are aware of their roles and responsibilities. Risk assessments are in place to ensure that all areas children access, both indoors and outside are safe and suitable. These also include the procedures in place to collect and drop off children at school. Following a recent incident where staff were late collecting a child from school the manager has re-considered and updated the procedures and additional strategies are now in place to ensure that children's safety is paramount.

The manager is very determined, committed and a positive role model within the team. She is beginning to reflect on practice and since the last inspection has begun to take steps to improve on the actions and recommendation set. However, these improvements are in their infancy and not yet embedded into practice. As a result, the setting requires improvements to be made. Self-evaluation is used to assess the strengths and weaknesses of the nursery and used to implement an action plan for improvement, for example, improving the consistency of the planning and observations and ensuring that toddlers have more access to the outdoors. The manager has systems in place to carry out annual appraisals and regular supervision meetings. She sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the nursery is able to develop and improve. However, systems to monitor the educational programmes and assessments of children's learning and development are not yet robust to ensure these are consistently targeted.

Staff develop suitable partnerships with parents. Parents comment that staff are

welcoming, friendly and are always on hand to talk to them. Those parents spoken with know their child's individual key worker and comment that good information is shared with them regarding their child's care and learning. Parents are able to gain an insight into the nurseries policies, procedures and practice through the good range of notice boards around the nursery and in every day discussion with staff. Daily communication books are shared with parents which gives them an insight into their child's day. Partnerships with external agencies are established and further support staff with meeting the needs of all children and helping prepare them for their transition to 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	EY459048
Local authority	Leicestershire
Inspection number	939018
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	101
Name of provider	Kushi Care Limited
Date of previous inspection	16/07/2013
Telephone number	07595914445

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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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