

Kiddies World Day Nursery / Kids Club

21-21a Culford Drive, Birmingham, West Midlands, B32 3JH

Inspection date	17/12/2013
Previous inspection date	29/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff provide a wide range of interesting activities and opportunities to ensure all children make good progress in their learning and development. Daily group planning ensures activities offer children good levels of individual support and challenge.
- Staff use good methods to teach and help children learn. This includes step by step instructions, recapping on events and clear explanations.
- Effective procedures for room moves and the transition to school ensures children are well prepared for their next stage in learning. This includes stories, discussions and the use of 'preparation books'.
- Safeguarding arrangements in the nursery are effective, which results in the safety and protection of children. Clear policies and procedures are known and understood by all staff and implemented consistently.

It is not yet outstanding because

- There is scope to further enhance children's communication and language skills through the more effective use of labels.
- Children's physical development and decision making skills are not fully maximised by having frequent opportunities to move freely between the indoor and outdoor areas.

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 throughout the nursery in both indoor and outdoor play spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector carried out joint observations with the manager.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussions.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, and a range of policies and record keeping procedures.

Inspector

Kashma Patel

Full report

Information about the setting

Kiddies World Day Nursery was registered in 2005 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 Bartley Green area of Birmingham and is managed by a sole proprietor. The nursery serves the local and surrounding areas and is accessible to all children. It operates from three main rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff, of whom eight hold an early years qualifications at level 3, two staff members hold a qualification at level 4, one staff member is qualified at level 5 and one staff is qualified at level 2.

The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 90 children on roll who are within 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 and children with special educational needs and/or disabilities. The setting also offers care to children aged over five years, before and after school and during school holidays.

What the setting needs to do to improve further

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

- extend opportunities for children to move freely between indoors and outdoors to further enhance their decision making skills and physical control
- enhance children's literacy development by the use of more labels and pictures to help children to further recognise that words have meaning.

Inspection judgements

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

Children make good progress in the prime and specific areas of learning as they access a wide range of stimulating activities and play opportunities. Staff make good use of relevant guidance to help track individual children's development in order to plan for their next stage in learning. Regular observations and assessments on children helps to identify the next stage in their learning. Staff plan on both a weekly and daily basis for their key

groups, which ensures all children make the best possible progress. Furthermore, these skills help children prepare for their next stage in learning, such as starting school. Staff complete the progress check for children aged two with parents, which helps them to plan to the child's strengths and identify areas in which they may require further support. Staff use good methods to help children learn and make progress. For example, they give clear explanations and step by step instructions. This is further extended as staff re-cap on the main events of the activity. For example, during a cake making activity, staff talk about the different ingredients and what they look like. Children carefully weigh and measure ingredients and identify numbers on the scale which supports their mathematical development and language. This is further extended as staff encourage children to solve problems as they count the eggs and work out how many more they need to add to the mixture.

Children develop good language and communication skills. For example, they sing songs, listen to stories and take part in Christmas plays where they learn to listen well and when to say their lines. Children learn to recognise their names as they self-register when they arrive, and they have good opportunities to make marks with pencils, pens and crayons. Some labels and signs are displayed within the nursery to help children recognise that words have meaning, however, there is scope to extend this further, for example, by using labels that contain both print and pictures on toy boxes, in order to fully enhance children's literacy skills and their ability to make choices. Staff support younger children to make early marks with a range of messy play, such as, paint and sand, which supports their writing and creative development. Babies develop their early communication as staff talk and play with them. They provide a wide range of sensory equipment, such as, sponges, brushes and bells, for children to investigate and explore, which helps to develop their senses. Staff provide good levels of support for children with special educational needs/and or disabilities. They ensure children receive both one to one support and interaction and also have opportunities to integrate with other children in small groups, which supports their learning. The nursery staff also gather and use familiar words in different languages, such as Polish and Punjabi, to help support the communication skills of those children whose first language is not English. In addition, some staff are bilingual and speak to children in the languages used within the local community, to further support and extend their communication skills.

Staff ensure children are able to access the garden daily to support their physical development. Children use a wide range of equipment, such as the climbing frame slide, bicycles, peddle cars and scooters. There is a good range of equipment to support small muscle skills, such as rolling pins, cutters and scissors. The nursery has a well resourced garden which provides opportunities for children to continue their learning outside. The canopy area provides shelter for children so they are able to continue their learning outside in all weathers. However, there is scope to enhance this facility further by allowing children free access to the garden at all times so that they can make the most of their outdoor learning. Children have good opportunities to continue their learning at home. For example, staff explain to parents how they can use a bowl of water with plastic cups to encourage children to develop their awareness of volume and capacity as they pour and fill the cups. Staff also provide cooking ideas and song sheets to help extend children's language at home. These activities and learning opportunities support children to develop the skills they will need for when they move onto nursery or school.

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

Children are happy and settle well into this warm and welcoming nursery. Staff complete 'all about me' forms with children's parents, which includes information about children's care needs, comfort items and their interests. This information is then used to help to reassure and settle children into the nursery and to ensure they form close and secure bonds. Staff help children prepare for their move within the nursery through effective procedures and providing regular opportunities for children to visit their new rooms and become familiar with staff before they move. For example, staff from the ground floor greet the younger children when they arrive in the morning, which allows them to become familiar with the people who will be caring for them as they get older. Information is shared with the new key person to ensure a smooth transfer and moves are arranged in groups so that children benefit from continuing friendships. Staff also talk and sing to children when they get upset which helps to soothe and calm them.

The nursery provides a range of fresh healthy meals and snacks, such as, fresh fruit and vegetables, which meets children's individual dietary requirements. Children enjoy mealtimes where they chat to each other and with staff about their experiences. Children attend to their personal care well as they use the toilet and wash their hands before they have food. Younger children demonstrate their growing independence as they learn to feed themselves with fingers and suitable cutlery. Staff use positive methods to support children's emotional development and good behaviour. For example, they sit with children in the 'reflection area' where they give children time to think about their behaviour. Consistent praise and encouragement helps children play well together as they share and take turns with equipment. Staff give children time to finish their play as they count down the time left before they have to tidy up. As a result, children learn to consider each other's feelings and needs.

Children have access to a good range of toys, equipment and furniture both inside and outside. Resources are stored at children's level to enable them to make choices about their learning. Through role play activities in the garden, children learn about road safety. They learn about road signs and how to cross the road safely. In addition to this, staff ensure children take part in regular fire evacuations with staff. This supports their awareness of what to do in an emergency situation. Children prepare for the next stage in their learning through stories and discussions about starting school. Staff invite teachers to the nursery and make 'preparation books' about local schools. This contains photographs of teachers, the classroom, dining hall and the playground and helps children become familiar with what the new environment will be like. In addition, staff plan lunch time activities where children bring in their packed lunch and learn simple skills, such as how to open drinks cartons. These arrangements help to ensure children experience a smooth transition on to school.

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

The nursery has effective child protection and referral procedures which are well understood by all staff and procedures are followed through effectively. Consequently, children's safety and welfare is well promoted. The nursery staff are fully aware that they need to report any significant events to Ofsted and children's welfare is further promoted as staff attend regular training to update their child protection knowledge. A detailed policy is in place to ensure all staff are aware of their responsibilities to ensure children are safe from harm. This includes details of the procedures to follow for the safe and appropriate use of mobile phones and cameras in the setting, which further helps to protect children. For example, visitors sign into the nursery and are asked to place mobile phones in the office to prevent the misuse of the equipment. Detailed risk assessments and daily checks ensure that staff minimise potential hazards, both inside and outside in the outdoor play area. As a result, children can explore and play safely in the nursery.

Staff provide both daily verbal and written information about children which keeps parents well informed. In addition to this, staff provide a wide range of information through regular parents' evenings, newsletters and the notice boards. This encourages parents to be more involved in their children's learning. Parents express their satisfaction with the care their children receive at the nursery. They state that children are happy, settled and staff keep them well informed about their child's daily progress and any concerns. Staff ensure that children who attend before and after school have good opportunities to continue and extend their learning in the nursery. Older children are cared for in a separate room where they read stories and do their homework. Staff work well with parents and other professionals from health and education to ensure they meet the needs of children with special educational needs and/or disabilities. Children receive good support through close partnership working arrangements, which ensure they make good progress at their own pace.

Staff have a good understanding of the learning and development requirements and receive regular support from the local early years team to monitor the implementation of these. Regular staff meetings, supervisions and appraisals support staff's professional development. For example, all staff are trained in safeguarding at level 1 and some have completed the designated senior person training at level 2. This ensures nursery staff have a good knowledge of child protection procedures to keep children safe. Each area of the nursery has a room leader who provides daily support to staff. In addition, staff receive regular mentoring to further develop their practice and knowledge, which helps to enhance children's learning. An effective system is in place to reflect on and promote continuous improvement. For example, staff meet on a regular basis and send questionnaires out to parents to collect their views. As a result, parents' request for daily verbal feedback rather than written has been actioned. Staff also identified that they would like help improve children's oral health and now plan regular activities to support this, which includes visits from local dentists. This helps to promote children's good health. Children's request for more cooking activities has also been addressed which supports their interests and helps them to learn about a healthy lifestyle.

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	EY309893
Local authority	Birmingham
Inspection number	947062
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	90
Name of provider	Kamlesh Rani
Date of previous inspection	29/04/2013
Telephone number	07786 513 565 or 0121 476 0567

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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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