

Kids Kapers

180 Bolton Road, Kearsley, BOLTON, BL4 9BU

Inspection date

Previous inspection date

23/01/2014

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

- Teaching and learning is good as staff have a good understanding of the Early Years Foundation Stage. Staff support children well and offer purposeful and developmentally appropriate activities. Consequently, children make good progress.
- Leadership and management is purposeful and targeted. The management have a positive attitude to self-evaluative practice and continually identify areas of strength and areas for further development.
- Staff have a good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the setting.
- Partnership with parents are strong. Parents are involved in children's assessment and learning and parent feedback is welcomed. This supports children as all carers are well informed of children's individual needs.

It is not yet outstanding because

- Resources in the outdoor area do not consistently offer a wealth of learning opportunities in all areas of learning.
- Staff do not yet have the opportunity to undertake peer observations, in order to share good practice with one another.

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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress and undertook a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Kids Kapers nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a property in the Kearsley area of Bolton. It is managed and registered to private individuals. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, one holds Qualified Teacher Status, three hold appropriate early years qualifications at level 5, five hold appropriate early years qualifications at level 3, one holds a qualification at level 2 and one member of staff is unqualified.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently a total of 39 children on roll, of whom 27 children are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The setting 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:

- extend resources in the outdoor area to offer consistent learning opportunities across all areas of learning, so that children can develop and enhance their learning and development in all areas
- enhance the professional development of staff through sharing examples of good practice and sharply focused evaluations.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and plan appropriate activities based on children's interests and developmental stage. Educational programmes cover the seven areas of learning and offer a wealth of learning opportunities. As a result, children effectively gain the necessary skills in readiness for school. Staff regularly undertake observations of children as they play, which purposefully identify children's developmental stage. For example, staff adapt activities if they observe that a child is showing a great interest in a certain task or resource. There are well-informed procedures

in place for assessment and tracking, and staff identify children's next steps in learning very well. Children who have English as an additional language are well supported through staff liaising closely with parents, using keywords in children's home language and using targeted strategies. For example, staff use visual symbols and flash cards to aid children's understanding. Planned activities support children's individual needs, offering challenge and following a child's lead in their learning. As a result, children are engaged in learning. For example, pre-school children make their own houses and figures to support an interest in families. Toddlers explore different resources in the sand area and babies enjoy developing early language skills through taking part in a singing session. As a result, children are making good progress.

Teaching and learning is very good. Children are very settled in the nursery and freely access resources as they initiate their own play. For example, children play in the role-play area dressing up as builders with goggles and then using a tool kit to build a variety of structures using construction resources. Children enjoy using stencils in the writing area and enjoy independently identifying letters and numerals. Staff support this interest further by asking children to help them make new name labels for the cloakroom. Children enthusiastically help with the task, identifying initial letters and sounds and making links with other familiar words. Staff verbally interact with children throughout all times of the day, asking questions, posing tasks and providing challenge for children. This promotes early language skills and sustained thinking. Staff in the pre-school room support children to develop their phonic and literacy skills by providing targeted phonic sessions each day. This is delivered through imaginative activities, which enthuse children. For example, children write birthday cards to their family and cross reference shopping lists in the role-play area. Staff role model use of resources to support children's understanding. For example, staff model how to use a pencil sharpener and hold scissors correctly. As a result, the impact of teaching on children's progress is good.

There are strong partnerships with parents and the staff welcome comments and feedback from parents to continually improve the care that they offer. Parents are involved in extending learning at home. For example, staff discuss the activities that children have been doing in the nursery and give ideas for parents to try at home, such as making gloop or play dough. Parents are involved in children's assessment through contributing to baseline assessments, the progress check at age two and children's development files. Communication methods are effective. For example, the nursery holds a parents evening, operates a daily communication book for younger children, has a designated parents area and completes regular newsletters. Parents are very complimentary about the nursery. For example, they comment 'I choose here because of the lovely family feel and the way that staff talk with children' and 'I am really pleased with my child's progress, she is really happy and staff are lovely'.

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

An effective key person system is in place. Children start at the nursery on a staggered start and are allocated a key person after they have had time to settle in and build relationships with staff. This allows children and parent to develop relationships with staff,

in order to offer a consistency of care between home and the nursery. Staff are positive role models and interact with children at their level. For example, staff sit on the floor with children as they play with resources, join in with children's play and role model how to use resources, which supports children's developing independence skills. Children's emotional well-being is supported and staff are caring and nurturing towards children. For example, staff sing quietly to children and follow their individual care needs as they help children drift off to sleep. Children are extremely settled and enjoy the quality adult interactions. Positive behaviour is appropriately encouraged through role modelling, setting expectations, consistent praise and by giving children stickers when they have undertaken set tasks.

Daily safety sweeps are undertaken to identify and minimise risks to children. For example, staff ensure that the outdoor area is free from risks prior to children using the area for outdoor play. Staff follow procedures which support safety. For example, children are reminded to hold the rail carefully as they use the stairs to access the outdoor area. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported. For example, children are encouraged to access resources, initiate their own play and get dressed for outdoor play. There are a range of quality resources available, which support and enhance learning. For example, the nursery uses items from the 'real world' in role play areas rather than plastic imitations, this makes children's learning relevant to everyday life. However, resources in the outdoor area do not offer consistent challenge in all areas of learning. As a result, learning is less well supported in the outside area than the inside area.

Children learn about healthy lifestyles through daily access to the outdoor area, music and movement sessions and regular walks in the local environment. For example, children visit the library to take part in story sessions and visit the post office to post letters, which enhances children's understanding of the wider world. There is a designated cook who prepares fresh meals on the premises each day, catering for all dietary requirements. Staff support children's understanding of healthy lifestyles by discussing the benefits of eating vegetables. Lunchtimes are superb examples of how children are relaxed in the nursery. Children independently discuss the food that they are eating, help to serve their peers, talk with staff about their families and complement the cook on her cooking skills. Staff sit and talk with children throughout lunch. As a consequence, children's personal, social and emotional development is well supported. Transitions are well supported as staff share information with all carers as appropriate. For example, school teachers are invited into nursery as children prepare to leave for school and the staff share development files and discuss children's needs. There are well-organised procedures in place for transitions. As a result, children are well prepared for change and readiness for school.

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

Staff have a comprehensive knowledge of safeguarding procedures and the management team are proactive in ensuring staff have a high level of safeguarding awareness. Staff

attend regular training and safeguarding practice is regularly discussed at staff meetings. Staff are aware of the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Staff supervise children well, consequently, children are suitably protected. For example, the nursery uses a secure password system, which ensures that unknown adults are never able to collect children without prior consent from parents. Staff complete regular risk assessments and give a high priority to risk management. Risk assessments are regularly reviewed and adapted to support practice as appropriate. There are effective procedures in place. For example, a visitor's book is in use, visitor identification is checked and the nursery management ensure that all workmen who may have to be on the premises have appropriate suitability checks in place. Children are further protected as the nursery keeps thorough records of accidents, administration of medication and daily registers. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the group. Staff are further supported through regular appraisals and supervisions. Staff are knowledgeable and well qualified. However, there is not yet a system in place to support staff share good practice among themselves. For example, a system of peer observation.

Staff have a high level of understanding of how best to support children in their learning and development. They role model how to use the resources, play with children at their level, provide a running commentary, pose challenges through effective questioning and revisit prior learning, which supports children's critical thinking skills. The manager monitors practice in the rooms and provides feedback to staff members. Staff attend network meetings to discuss and share ideas with other providers. The manager oversees the tracking documentation. This means that any gaps in children's learning are identified so that effective support can be put into place. Staff training needs are discussed at appraisals and regular staff meetings. The management team are very supportive of continued professional development. The impact of staff attending training is that staff are able to reflect and refresh their knowledge, which further enhances children's learning and development.

The management team have effective systems of self-evaluative practice and are fully committed to constantly improving the nursery. Multiple audits are undertaken to identify areas of strength and areas that may need further development. Partnerships with others are well embedded and support children's individual needs well. For example, the nursery has forged links with other providers, local authority advisors, health visitors, speech and language therapists and staff from local schools. Partnerships with parents are meaningful and have a purpose. This shows that staff place a strong emphasis on partnership working to support children's individual needs and learning and development.

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	EY459689
Local authority	Bolton
Inspection number	930662
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	39
Name of provider	Kids Kapers Partnership
Date of previous inspection	not applicable
Telephone number	01204416630

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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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