

Kangaroo Pouch Day Nursery

Elm Terrace Clinic, Elm Terrace, Tividale, OLDBURY, West Midlands, B69 1UH

Inspection date	24/01/2014
Previous inspection date	28/05/2013

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

- Strong and consistent teaching supports children in making good progress in all areas of their learning and development as they become eager and inquisitive learners.
- Observations and assessments are accurately recorded, in order to ensure that every child makes progress and their individual interests and strengths used to inform the planning for their next steps.
- Staff use highly effective techniques, such as, open questioning, prompts and clues to promote children's abilities to think, consider their activities and solve problems in their play and learning.
- Children's behaviour is managed very well as they are supported in making the right choices about their actions, learn to negotiate and take turns, modelling the positive conduct of staff.

It is not yet outstanding because

- The use of picture timelines and pictorial routines has not been fully considered to enhance the development of communication skills for all children.

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 in all areas of the nursery, indoors and outside and carried out a safety check.
- The inspector interacted and spoke with children appropriately during the course of the inspection.
- The inspector spoke with the owner, manager and staff during the inspection.
- The inspector examined a range of documents, including children's developmental records, staff files and procedures to assess suitability, staff deployment and attendance registers, accident records and risk assessments.
- The inspector took account of the views and comments from parents spoken to during the inspection.

Inspector

Patricia Webb

Full report

Information about the setting

Kangaroo Pouch Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the converted health clinic in Tividale, Oldbury in the West Midlands and is one of two nurseries managed by a private provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 2, 3 and 4. The nursery opens Monday to Friday, all year round. Sessions are from 7.30 am to 6pm, for 50 weeks of the year. The nursery is closed on bank holidays and for two staff training days in the year. Children attend for a variety of sessions. There are currently 52 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children with 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:

- enhance children's communication development further by implementing the use of pictorial timetables and routines in the general programme of daily activities.

Inspection judgements

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

Children make good progress in all aspects of their learning and development. Staff have a secure knowledge and understanding of the Early Years Foundation Stage and deliver strong and consistent teaching that is tailored for each individual child. Planning arises from the accurate and intuitive observations of children's efforts and achievements as they learn through experiential play. Staff are skilled in ensuring that children develop the necessary characteristics of effective learning to support their preparation for the next big steps in their learning, including the move to full-time school. Some of the teaching is outstanding as staff show intuition and skill in questioning, encouraging children to become inquisitive learners, who think critically and solve their problems in their play and activity.

Careful observation enables staff to identify any individual children who may benefit from additional support or challenge to achieve their potential. Effective partnerships with parents and other agencies and professionals result in swift support being accessed and used to plan individual programmes, particularly for children with emerging language skills. Staff also use Makaton sign language as a means of developing communication for

all children. They have not yet fully explored the merits of supporting this further through the use of picture timelines and pictorial routines.

Children enjoy their time in the nursery. They access all areas, indoors and outside, as they explore, investigate and discover their world. Outside, children discover the properties of water as they fill their watering cans and buckets from the rainwater butt. Problems are solved with intuitive intervention and incisive questioning and support from staff. A blockage in the water funnel and pipe is investigated by an inquisitive child as a member of staff encourages the child to consider how the blockage may be removed. The child declares proudly 'I have an idea' and sets about trying various methods to extricate the leaves and the small ball from the pipe. Children discuss how the water helps plants to grow and staff extend this thinking further as they ask children about the other elements necessary for plants to flourish. They beam with pride as they remember the need for seeds and sunshine.

Children develop their imagination as cardboard boxes become carriages for a princess, a den to settle in and browse through a favourite book or just enjoy clambering in and out of. Babies crawl and toddle freely in their rooms, giggling in delight as shape sorters they activate pop up unexpectedly. They explore all their senses scrunching and feeling the different textures and shapes of items in the treasure baskets.

Parents are involved in their children's progress. They are encouraged to comment in children's daily diaries, supporting the verbal feedback given by their child's key person. They are consulted about their child's progress and are eagerly anticipating the forthcoming parents evening when they can take time to discuss this in more detail.

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

Children are very settled and at ease with their familiar key persons. Effective routines are used to help new children and their parents settle with confidence as they start the nursery. This supports children's emotional security and promotes a sense of personal safety. Babies who may be a little fractious on waking from their sleep seek out their key person for cuddles and reassurance, particularly when a visitor is present. Parents provide in-depth information about their child's routine and needs, so that staff can support each child accordingly. These care plans are regularly updated as children reach specific milestones in their development and their needs change.

Excellent use is made of the environment and resources within the nursery. Cardboard boxes are used alongside commercial equipment to offer safe and stimulating opportunities for children to play and explore. Children have ample opportunities to hone their physical development. They climb up the bank outside with staff, who support children in developing their confidence rather than merely restricting such activity. Attention is given to ensuring the environment is clean, safe and suitable for children. Older children point out the reason for the yellow warning sign being in place in the bathroom following a water spillage. This supports their increasing awareness of their own safety and that of others. They know the fire drill procedures and recall the route to be

taken in such an event with clarity and confidence. Minor accidents and injuries are generally managed well by staff, who hold current first aid certificates.

Children's toileting are discussed with parents and routines adapted to support children on such development. Babies' sleep patterns are tailored to their needs. Staff ensure that parents are contacted at the first signs of any illness or discomfort their child may display, giving them the opportunity to plan doctors' appointments or collect their child if necessary. Meals are balanced and nutritious and children learn about portion control as they serve themselves with care and support. Dietary needs and preferences are discussed with parents and adhered to carefully to maintain children's health and well-being. Parents are being invited to attend a 'taster session' and try some of the new dishes on the revised menu for themselves. Children's behaviour is managed effectively in the nursery. Older children learn to negotiate and compromise as they learn to share, take turns and make the right choices about their behaviour. They are also supported in coping with strong feelings and emotions as staff respect that they do experience such feelings. Such support helps to prepare children for coping with changes in their lives, particularly as they move through the nursery and go on to attend full-time school.

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

Safeguarding procedures in the nursery are rigorous and effective in ensuring that children's welfare care and development is assured. Staff recruitment procedures are thorough and all adults involved in the operation of the nursery undergo the required clearance checks to assess their suitability. Appraisals and frequent supervision of staff practice ensure that any training needs are identified and planned for, in order to improve and increase staff skills. Staff are aware of the impact their personal conduct may have on their continued suitability and this is reinforced during the appraisals. They show a very clear awareness of the child protection procedures and all staff, including any apprentices, students and bank staff, have thorough inductions into the policies and procedures to ensure children's safety and welfare. This is further reinforced through the robust risk assessments undertaken to identify and minimise hazards to children. The manager regularly collates and analyses accident records to support this process and ensure that any hazards are attended to swiftly.

Strong and committed leadership drives the provision in the nursery. Following the recent accident to a child, the manager and the owners reviewed the closed circuit television coverage. Following contact and discussion with the parent, the management met with staff to examine the issues raised. This included the need for staff to be more observant and more proactive in attending to injuries, drafting the necessary records swiftly to share with parents. The management has also followed prescribed staff conduct procedures, in order to monitor staff practice and minimise the risk of a similar occurrence. The deployment of staff is effective in enhancing children's experiences in the nursery. Staffing ratios are above the minimum requirements to ensure that children are well-supervised and supported. The partnerships with parents are strong and respectful, with many parents expressing their deep appreciation of the progress their children are making and

the friendly, caring approach of staff. They comment on how well their children are gaining skills for the future and talk animatedly about their activities in the nursery when they get home. Parents expressed a wish to know the words of some of the songs children sing at nursery and a compact disc is being prepared for them to use at home.

Owners, managers and staff reflect on their practice and the impact this has on children's outcomes and progress. Detailed and achievable action plans are drawn up so that a clear trail is maintained of the roles and responsibilities of all concerned and progress can be effectively tracked. Parents' views are sought through regular questionnaires and comments. Staff use their observations of children moving around the nursery to assess how effective the layout is for enabling them to access and make choices about their learning and development. Strong links are developing with the main feeder schools in the area which children attend. Some schools visit children in the nursery prior to the move to school. The nursery is devising books which show pictures of the various school entrances, classrooms and some staff, helping children prepare for their move 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	EY452348
Local authority	Sandwell
Inspection number	949945
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	52
Name of provider	Kangaroo Pouch Limited
Date of previous inspection	28/05/2013
Telephone number	01384671499

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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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