

Kids Village

2a Pontop Business Park, Harelaw Industrial Estate, STANLEY, DH9 8HW

Inspection date	25/03/2014
Previous inspection date	Not Applicable

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

- Staff ensure children have uninterrupted time to play and explore. This supports children to pursue their own interests and become actively involved in their learning.
- The effective manager spends time working in the nursery room. She uses first-hand knowledge to accurately identify actions to overcome weaknesses that aim to improve practice and provision for children over time.
- Children's welfare and well-being is very well promoted in the nursery. There is a comprehensive awareness of safeguarding issues among the staff, all of whom are suitable to fulfil the requirements of their role and have had appropriate checks carried out.
- Parents are actively encouraged to share their child's experiences from home. Information received is well used by staff to support children's learning both at home and in the nursery.

It is not yet outstanding because

- Adult conversations are not always focussed on extending children's expressive language
- Opportunities for children to explore a wide range of books in all areas of the nursery room are not fully developed.

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 carried out a tour of the nursery.
- The inspector observed play and learning activities and spoke to children and staff in the butterfly room in the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies, procedures and documentation.

Inspector

Nicola Jones

Full report

Information about the setting

Kids Village was registered in 2013 and is privately owned. The nursery and pre-school operate within a converted building situated in a business park in Stanley, County Durham. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 8am until 6pm all year round, except on bank holidays and the period between Christmas and New Year. Children attend for a variety of sessions. Children have access to enclosed outdoor play areas.

There are currently 11 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

There are currently four staff working directly with the children, all of whom have appropriate early years qualifications. Two of the staff have qualifications at level 6, one member of staff holds a level 5 and one holds a level 3 qualification. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the already good practice in developing children's expressive language skills by expanding on what they say and using additional words when responding
- extend opportunities for children to access and look at a wider range of fiction and fact books in order to fully develop their early reading skills, for example, by providing books in all areas of the room, such as the construction and role-play areas.

Inspection judgements

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

Staff provide a good range of stimulating resources in this newly-established nursery that encourages children to explore, show curiosity and become deeply involved in their learning. A high quality provision has been created which supports all children to develop positive dispositions which lay the foundations for becoming successful learners throughout their lives. Staff know children very well. They talk confidently about their individual stages of development and plan opportunities for learning that are right for each child. This is documented well in effective planning and assessment systems and is shared

between all staff working with children to maintain a joint approach. For example, when children show an interest in playing with toy cars, all staff are aware of this and provide opportunities for them to play with them on a table covered in compost. Children show great fascination in pushing them along and watch intently at the marks left behind by the wheels. Due to low numbers, at the time of inspection, all children are located in one room in the nursery. Staff manage this effectively and plan for each child's learning needs well. They ensure younger children have space and time to explore their surroundings and allow them to make small enclosures and dens to hide inside. They provide opportunities for older children to practise specific skills, such as cutting with scissors and investigating handprints. As a result, all children are helped to reach the level of development typical for their age and show signs of making good progress.

The quality of teaching is consistently good. Staff provide good opportunities for children to develop their knowledge and understanding of living things. They point out features and explain clearly the conditions required for growth when children plant bulbs in preparation for 'Mother's Day'. For example, they show children the roots of a plant and talk about placing it in sunlight and watering it to enable it to grow. Children carefully scoop compost into their plant pot using a large spoon and show very good levels of concentration when they plant the bulb. Children further explore the compost and have uninterrupted play time enabling them to fill and empty plant pots. As a result, children maintain focus on their activity for sustained periods of time and show high levels of fascination. Staff provide good opportunities for children to extend their expressive language skills. They sit alongside them on the floor and provide time for children to talk about photographs they have brought into nursery from home. However, there is room to strengthen teaching even further to enhance children's already very good language skills further by expanding on what children say and adding additional descriptive words. Staff ensure children are provided with a good range of resources to support children's early writing skills. For example, large chinks are available outdoors and children have access to well resourced storage units with pencils, crayons and paper, indoors. This means that children are able to share their experiences and communicate their thoughts and feelings using a wide range of media. This helps develop the physical skills required for early writing and supports their readiness for school. Staff provide an appropriate range of books for children to access throughout the day and develop their early reading skills. They enjoy looking at them and sit alongside staff and enjoy stories read aloud to them. However, there is room to extend the range provided to further enhance their skills and ensure children have access to fact and fiction books in all areas of the room. For example, by introducing books into areas, such as construction and role-play.

Children have individual learning journey files containing on entry assessments, examples of their work, observations and photographs as evidence of learning. This is accurately matched to the guidance document 'Early years outcomes' and is tracked over time to demonstrate progress. Parents readily access files which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. Parents complete home observation sheets and information received is well used by staff to support children's learning both at home and in the nursery. For example, when children make visits to the zoo, they are provided with picture books and small world animals to play with to extend their knowledge and understanding.

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

The manager and her staff team provide a warm and welcoming nursery for children and demonstrate good practices in meeting their physical and emotional needs. They ensure children have access to a friendly environment where their feelings are well considered and they enjoy relationships that are warm, close and supportive. Children demonstrate they are happy and content when they cuddle in to their key person when they are feeling tired. They fall asleep and wake up feeling refreshed, knowing their key person is close by for support. Relationships in the nursery are developing well. Children come into nursery and separate from their parents and carers with ease. They quickly find their friends, play cooperatively and use their growing imaginations together. Effective settling-in procedures are in place and children come into the nursery with their parents and carers. Staff obtain detailed information to ensure there is continuity in children's emotional and physical well-being. For example, 'All about me' documentation is completed and contains information, such as likes and dislikes, comforters and individual personal needs. The nursery has been open for a relatively short period of time and, as yet, no children have moved into the next age group in the nursery. However, the manager and her staff team have carefully thought through how children will be supported at this time. For example, they will make visits with their key person, dependent on their individual needs, and key information will be shared. There are also plans for children to be supported emotionally when they make the transition into local schools. The manager has been proactive in contacting key personnel and plans to invite school teachers into nursery to meet their new children. This helps to improve communication and co-ordination between practitioners, professionals and families.

Staff support children's independence skills well in nursery. Children are able to find and return what they need in order to support their play. This is because the environment is organised effectively and resources are clearly accessible and stored at an appropriate height or on the floor. Independence is further developed when children pour their own drinks and serve themselves at snack and meal times. They access the bathroom independently and attend to their own personal needs, such as hand washing. Children are provided with a wide range of healthy foods and snacks, including fresh fruit and vegetables. Good opportunities are provided for children to develop knowledge about healthy lifestyles. Staff use snack time to talk to children about the importance of eating balanced and nutritious foods in order to support their physical well-being. Daily opportunities are provided for children to be physically active and exuberant in the outdoor play area. The area provides a range of activities that develop children's independence and cooperation and there are plans in place to broaden experiences offered. For example, camouflage netting has been obtained to create an enclosure for children to hide inside.

Staff involve children in being safe throughout the day. For example, they talk to children about the importance of wiping up spillages on the table and floor, to ensure children develop an understanding of what to do to avoid slips. Children demonstrate safe

practices as they play. They independently use long handled brushes to sweep compost off the floor and make careful movements when balancing along the edge of a low level wooden sand tray. Children cooperate well with each other and know what behaviour is acceptable in the nursery. This is because a number of strategies are deployed in practice. For example, children are praised for positive behaviour and spoken to in a sensitive, gentle way, if changes occur in their behaviour. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is shared with parents, to maintain a joint approach.

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

The effective manager and her staff team take all necessary steps to keep children safe and well. They fully understand their roles and responsibilities in safeguarding children and have created a nursery where children are fully protected from harm. Students on placement in the nursery are well informed of safeguarding procedures as part of their induction and are fully aware of their responsibility in sharing any concerns they may have with the management team. Daily risk assessments are carried out to ensure all areas of the nursery are safe and identified hazards are effectively minimised. Children are further protected because all doors and safety gates are locked and secure at all times. Necessary checks are carried out to ensure all adults in daily contact with children are suitable to do so and any concerns regarding children's welfare are managed well. Robust induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure they enjoy their learning experience and grow in confidence.

The manager maintains a good overview of the educational programmes provided in both the indoor and outdoor environments and ensures all areas of learning are covered. Although not currently in use, rooms available for younger children have been carefully thought through. They have been set up to reflect the ages of children who will be attending in the very near future. The manager is well supported by a deputy to ensure planning and assessments are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. This is monitored well to ensure children's strengths and weaknesses are identified and intervention secured if required. This meets children's individual needs well. Ongoing staff development is encouraged through well-considered and purposeful staff supervision, providing support, coaching and training for individual members of staff. This has a positive impact on their knowledge and understanding of best practice. For example, the deputy manager provides ongoing support for new staff to develop their understanding of the observation and assessment procedures. The manager spends time working in the room and gains first-hand experience of what is working well. She evaluates the quality of practice and provision provided. As a result, areas for improvement are identified quickly, taking into account the views of parents, staff and children. The manager is fully committed to creating, maintaining and improving the nursery so that it meets the highest standards and offers the best experience for children.

Partnerships with parents and carers are seen as crucial. Good opportunities are provided for parents to make comments about the service provided. They make written statements, such as 'My child seems to enjoy spending the day at nursery, staff are very friendly' to describe the care and support the nursery provides to children and their families. There are plans for the future to increase parental participation. For example, improvement plans describe how the development of a committee will involve parents in key decision making in the nursery. This aims to enable them to take a more active role in improving nursery provision in order to enhance children's achievements. The manager and staff are committed to working in partnerships with other providers and there are clear plans in place for supporting children who attend other settings. The manager describes how she plans to work with other agencies, such as speech and language therapy services and other health professionals. This aims to secure appropriate interventions for children and they receive the support they need.

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	EY468849
Local authority	Durham
Inspection number	940177
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	11
Name of provider	Kidz Village LTD
Date of previous inspection	not applicable
Telephone number	07901334213

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

