

Kiddies Corner Nursery Limited

66 Cleveland Avenue, Darlington, County Durham, DL3 7HG

Inspection date

28/03/2014

Previous inspection date

06/01/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Children enjoy playing and exploring in nursery and make good progress in all aspects of their learning and development. This is because staff fully understand the individual development and needs of each child and plan effectively for their next steps in learning.
- The management team ensure the premises and equipment are clean and comply with health and safety legislation. This keeps children safe and actively promotes their physical well-being.
- Children's welfare and well-being is very well promoted because there is a comprehensive awareness of safeguarding issues among all staff in the setting, all of whom receive regular training on safeguarding.
- Children's needs are quickly identified, and very well met through the robust and effective partnerships between parents, external agencies and services.

It is not yet outstanding because

- There is room to strengthen teaching to further enhance children's mathematical skills in order for them to fully enhance their understanding of early counting.
- Access to some resources in the indoor environments is less well planned for in order to enrich children's ability to make choices and direct their own play.

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 checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form and improvement plans.
- The inspector observed teaching and learning activities in all nursery rooms.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the nursery. A number of policies and procedures were looked at and discussed, including progress tracking documentation.

Inspector

Nicola Jones

Full report

Information about the setting

Kiddies Corner Nursery Limited was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. The nursery is situated in a large three storey detached premises in the West End area of Darlington. The nursery serves the local area and is accessible to all children. It operates from four main areas and there is a fully enclosed area available for outdoor play. The nursery opens five days a week from 7.30am until 6pm all year round, except on bank holidays. Children attend for a variety of sessions. There are currently 150 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. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently 22 staff working directly with the children, all of whom have appropriate early years qualifications. Twelve of the staff have qualifications at level 3 and above and four members of staff hold level 2 qualifications. The nursery receives support from the local authority.

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 teaching children about number by further developing opportunities for them to engage in activities to develop their early counting skills
- extend ways to further enhance children's independence skills in the indoor environment in order to enrich children's ability to make choices and direct their own play.

Inspection judgements

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

Staff ensure children have opportunities to learn in playful, active and creative ways across all areas of learning. All activities provided for children in the indoor and outdoor environment are interesting, stimulating and provide good levels of challenge. Toys, equipment and resources offered are purposeful, open-ended and reflect a range of cultures. As a result, children enjoy playing and exploring during the time they spend at nursery and make good progress in their learning and development. Staff understand the individual development and needs of each child. Detailed planning on the wall of each nursery room documents this well and shows how information is used to recognise children's progress and needs and plan activities to further support their learning. Staff observe children regularly to understand their level of achievement, interests and learning

styles and to then shape learning experiences for each child reflecting those observations. For example, staff support very young babies very well. They hold them close and copy their early sounds and babbling in a turn-taking conversation. This supports their communication skills very well and helps them to develop relationships with their key person. Older children are supported to listen to the sound of letters and engage in playful activities to hear the initial sound of their name. This provides an excellent foundation for learning letters and sounds and supporting their future literacy learning when they go to school. Children whose home language is not English are supported well in the nursery. Staff obtain key words from parents which enables children to use their home language in play and learning activities. This means they make good progress in their learning and development overall.

The quality of teaching is good. Staff support children very well when they engage in creative activities, such as, making caterpillars. A good range of resources are provided and children enjoy cutting straws using scissors, making marks with coloured pens and decorating their 'egg box' with coloured paper and fabric. Staff support children's language development well when they talk about how they are going to make their caterpillar. They make comments, such as, 'I can cut this straw into small pieces'. Staff direct their learning well by asking questions, such as, 'I wonder what you could do with all the tiny bits?' This enhances children's understanding and encourages them to reflect on their activities. Good opportunities are provided for children throughout the nursery to develop the skills required for early writing. Very young children explore paint using brushes and their hands, while older children make marks in shaving foam and enjoy writing their name on the white board if they have completed an activity. Staff make good use of routine activities, such as, mealtimes to support children's mathematical understanding. They identify shapes in the environment, such as, the circular hole in the back of chairs. This encourages children to talk about the shapes they see and how they are used in everyday objects. Children with special educational needs and/or disabilities are particularly well supported by this type of activity. It helps them to concentrate and diverts their attention from unacceptable behaviour. As a result, this group of children are well supported to make progress, based on their individual starting points. However, opportunities to enhance children's already good number skills are not always provided. This is because, occasionally, they are provided with directed tasks that are not age-appropriate and do not fully extend children's understanding of early counting.

Parents are provided with good opportunities to engage in the children's learning at home and in the nursery. For example, parents complete home interest documents to share activities and experiences their children have enjoyed while at home. This information is well used by staff to shape further activities and enhance children's learning even further. All children have individual learning journey files containing on entry assessments, observations of learning, photographs and examples of their work. This is effectively documented, links well to the 'Early years outcome' document and is tracked over time to demonstrate progress. Parents spoken to on the day of inspection describe how they value opportunities to share this information and talk to their child's key person about how they are progressing and how best to support their learning needs at home. This enables both staff and parents to work together to plan appropriate learning opportunities for their child, supporting their achievements over time.

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

Staff are fully aware of the importance of developing attachments and plan one-to-one time with children, especially very young babies. They provide warm, loving, consistent care and respond quickly to babies' needs, engaging them in playful interactions that encourage them to respond to adults. As a result, good relationships are formed and children respond well when they are spoken to. For example, they move their arms and make eye contact and enjoy the company of others around them. Very young children show how happy and content they are when they cuddle into their key person and fall asleep on clean, fresh bedding. Older children demonstrate friendly behaviour, initiate conversations and form good relationships with their key person and other children. They demonstrate this by giggling and laughing as they jump up and down in puddles following a heavy rain shower. Staff seek and exchange good quality information with parents about young children's individual needs when they first start attending the nursery. Information, such as, family set up, medical needs, allergies, comforters, sleep and feeding routines is obtained. This supports continuity in children's emotional and physical well-being. Children are well supported emotionally when they move rooms in the nursery. They make a number of visits, dependent on need, with their key person, before staying for short periods on their own. Parents are fully informed of the process of transition and receive information which helps them to reassure their child if they feel uncertain. Children are equally well supported emotionally when they leave nursery and move into local schools. Good relationships have developed over time and the manager demonstrates a proactive attitude in contacting key personnel. For example, she contacts school teachers to share progress tracking information and invites them to visit children in nursery.

Staff encourage children to develop their independence skills. As soon as they are able, children wash their hands and find and return their belongings, such as, their coats and bags. Independence is further promoted at mealtimes when children select their own sandwiches at teatime and pour their drinks using a large jug of water. However, there is room to improve access to some resources in the indoor environment in order to enrich children's ability to make choices and direct their own play. For example, additional paper for painting is not easily accessible to children in the toddler room and improvements are required to some resource boxes so children can clearly see what is available to play with. Daily opportunities are provided for all children to enjoy energetic play outdoors to support their physical well-being. A wide variety of activities and experiences are offered and children are able to access both fixed and open-ended objects, such as, bread crates to suit the purposes of their play. Physical well-being is further promoted indoors when children enjoy an extensive range of fresh, balanced and nutritious foods. They are served portion sizes appropriate to their age and are welcome to receive more, if this is required. Older children enjoy talking about the foods they eat. For example, they make comments, such as, 'eating cucumber makes us big and strong' to demonstrate their awareness of eating healthy meals and snacks. Staff provide excellent role models for children to develop an understanding of positive hygiene practices. All staff wear protective aprons, plastic gloves and wash their hands prior to serving food. They ensure all table surfaces, surrounding walls of the dining area and toilet facilities are kept clean and hygienic. As a result, all children recognise the importance of such actions and engage in washing their own hands and cleaning their faces after eating. This actively supports their physical well-

being.

Children are aware of the boundaries set and of behavioural expectations in the nursery. This is because staff have agreed procedures outlining how to respond to changes in children's behaviour. Strategies, such as, positive praise and the use of time out are used consistently in all rooms to encourage children to think about and reflect on their actions. Staff help children to recognise when their actions hurt others. For example, when children throw toys and they accidentally hit other children, they are encouraged to think about their actions in order to keep themselves and others safe. Children demonstrate a very good awareness of safety throughout the nursery. For example, they move up and down the stairs safely, making comments, such as, 'we have to look forwards' as they hold the hand rail with confidence.

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

The management team and their staff have created a high quality nursery which is welcoming, safe and stimulating where children are able to enjoy learning and grow in confidence. Children's welfare and well-being is very well promoted because there is a comprehensive awareness of safeguarding issues among all staff in the setting, all of whom receive regular training on safeguarding. Robust policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. All staff, including apprentices, know what steps to take if they are concerned about a child and know who to contact for additional support and advice. Children are further protected as highly effective recruitment procedures ensure all staff have suitability checks carried out and fully understand the requirements of their role in keeping children safe from harm. Comprehensive, up-to-date risk assessments support staff in ensuring all areas used by children are safe. The provider and manager monitor this well and demonstrate a highly positive attitude in maintaining the nursery to a very high standard. Safeguarding practices are reviewed regularly and are well documented in the nursery self-evaluation document, alongside other areas for improvement, which are identified through thorough consultation with staff, children and parents. The management team know the nursery very well and accurately identify actions to overcome weaknesses that aim to improve practice and provision for children over time.

Staff are well supported by the management team and are helped to improve their knowledge, understanding and practice. Effective induction, supervision and mentoring systems are in place. This provides support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's development or well-being. The manager gives high priority to providing additional support to staff and ensures this is managed in a professional manner. For example, the main office and meeting room areas are used for meetings of a confidential nature. All staff respect this time and space, ensuring they knock before entering the room. The manager has good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported by the provider and deputy manager to maintain an overview of the quality of teaching and learning provided. Observation, assessment and planning

documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. The manager maintains a highly comprehensive overview of progress tracking documentation. This ensures children's needs are quickly identified and very well met through very good partnerships between the nursery, parents and external agencies.

Partnerships with parents are very good. Those spoken to on the day of inspection speak highly of the level of service provided and use words such as 'fantastic' and 'brilliant' when describing the relationships between staff and children and the quality of educational programmes provided. Partnerships with local schools are equally well-established and enhance children's all-round development. Partnerships with external agencies and other professionals are well-established. The manager and staff works very well with services in their local area and effectively use advice to provide targeted interventions to meet the specific needs of individual children.

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	EY269291
Local authority	Darlington
Inspection number	957289
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	96
Number of children on roll	151
Name of provider	Kiddies Corner Nursery Limited
Date of previous inspection	06/01/2014
Telephone number	01325 282377

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

