

Care 4 Kids Ltd

Rainbow House, Agnes Street, Blackburn, Lancashire, BB2 2NR

Inspection date

Previous inspection date

24/04/2014

16/09/2013

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

- Children enjoy warm relationships with caring staff who know their unique needs well. As a result, children are happy and enjoy activities, which interest them.
- Children develop key skills because teaching is good. Attentive staff play alongside children, offering encouragement, support and individual attention.
- Children are kept safe from harm because managers and staff put a strong emphasis on welfare and safety. They learn to keep themselves safe as they enjoy exploring and climbing in the stimulating outside areas.
- The managers and staff work effectively with parents and other agencies to ensure that children's needs are identified and addressed.
- The leadership and management team are passionate about delivering high quality childcare. They demonstrate a strong commitment and capacity to continue to improve.

It is not yet outstanding because

- There is scope to improve the professional development of staff to further enhance the quality of their teaching, so that all children across the nursery consistently benefit from very high quality learning experiences.

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 in the nursery rooms and the outdoor areas.
- The inspector spoke to children, members of staff and a number of parents.
- The inspector had meetings with a director of the nursery, one of the acting managers and the quality and compliance manager.
- The inspector looked at a sample of records and planning documentation used to support children's learning.
- The inspector reviewed documents, including evidence of member of staff's suitability to work with children, their qualifications and the nursery's safeguarding policy.
- The inspector carried out a joint observation with a room leader.

Inspector

Sara Edwards

Full report

Information about the setting

Care 4 Kids Ltd was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an old manor house in the Mill Hill district of Blackburn, Lancashire and is privately owned. The nursery serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above. One member of staff has Early Years Professional Status and one member of staff has Qualified Teacher Status. 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 88 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the professional development opportunities for members of staff to strengthen the quality of their teaching, for example, with the use of peer observations to evaluate and learn from each other's practice.

Inspection judgements

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

Children make good progress as they develop and learn because they get plenty of individual attention from knowledgeable staff. They develop their communication and early literacy skills as they enjoy sitting and singing with staff outside and when they snuggle up for stories. Staff provide opportunities for children to make choices in their learning through the design of the environment and the activities available. For example, children enjoy developing their physical skills ready for future writing as they choose to paint large marks with paint brushes and water and they develop coordination and balance as they play in the stimulating outside area. Babies' developing communication skills and interest in learning are supported well. For example, a key person skilfully uses facial expression and the tone of her voice to share a child's wonder and delight when she explores a large cymbal. Staff play alongside children, encouraging them to work together to build a tall tower and children squeal with delight as they count and the soft blocks fall down. Children enjoy playing with the attentive and cheerful staff, which supports their enthusiasm for learning. They are engaged and interested in the activities they choose to do and staff listen and respond to children's ideas. Where it is identified that children have special educational needs and/or disabilities, the nursery works effectively with other agencies to ensure that they make good progress given their starting points and

capabilities.

The quality of teaching is good. Staff work together to plan activities and opportunities to support children's learning, using their knowledge of each child's interests and preferences. They encourage parents to share information to contribute to these plans. When children start at the nursery, their key person sits and talks with parents to gather information to form a good understanding of the child's interests and needs. As a result, staff can start meeting their learning needs right from the start. Children with English as an additional language are supported with the use of hand signs and picture cards. Also, parents are encouraged to share frequently used words from the child's first language, so that staff can support children more effectively. Monthly plans are shared with parents and these include suggestions for supporting learning at home. Monthly reports, daily discussions and emails keep parents informed of their children's progress and enable the parents and staff to work together to support children's learning.

Children in all stages of the nursery are developing the skills they will need for the next stage in their learning. Once they have settled in, they show that they are independent and confident individuals because they feel safe and secure. Supportive staff and enjoyable social activities contribute to developing children's social skills, self-esteem and self-confidence. Children learn to listen to instructions and be attentive through fun games and group activities. As they get older, they learn to talk about ideas and use their imagination as they play and create. They learn to manage things for themselves and ask for help when they need it. Children are well prepared for when they move onto school.

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

Children have good relationships with warm, caring staff who know them well. Babies smile and reach up to staff and children enthusiastically include staff in their play. Each child has a key person who is responsible for their well-being and development and for sharing information with parents. Staff all work closely together, consequently, even though there have recently been a significant number of staff changes, the impact to children has been limited and they show that they feel secure and happy. Staff are good role models and as a result, children's behaviour is good. They learn to take turns and share toys and they develop good relationships with each other. When children need additional support with their behaviour, staff work closely with their families to ensure children have consistent messages and expectations. Routines and resources are used effectively to encourage children to take appropriate responsibilities, for example, in tidying up and self-care. This develops their independence skills, self-esteem and self-confidence. Emotional well-being is also well supported through group activities, for example, when children enjoy making different faces for different feelings.

Each child's key person works with their family to support their moves into and within the nursery and onto school. Settling-in visits and information sharing from parents help children when they first start at nursery because staff know their interests and preferences. The key person helps children when they move age groups within the nursery, for example, with a series of visits to the next room, to help them to build relationships. When children move to school, staff and parents work together to make

sure children are well prepared for the change, for example, by taking picture books home to talk about. Teachers are also invited in to meet the children and key information is shared to support the children's move. Consequently, children are well supported and cope well with changes. A significant number of two-year-old children starting at the nursery at the same time has led to some challenges in the room for two- to three-year-olds. Management are working closely with staff to enable them to support all new children well and help them to settle quickly.

The nursery is maintained to a very high standard. Thorough safety and hygiene practices are followed and consequently, children's health and safety is protected very well. Children learn to keep themselves safe as staff share safety messages and encourage them to think about risks in discussions and through appropriately challenging activities, such as outside play. Care practices, such as nap times, are thoroughly documented and shared with parents, which contributes to children's well-being. Children enjoy social mealtimes, talking and eating together with staff and as a result, they develop healthy habits towards food. Children's physical health is very well promoted. The outside environment provides lots of opportunities for exercise as children enjoy climbing, running, riding bicycles and balancing. Children also enjoy trips to the park and swimming. The nursery uses initiatives to share good practice with families and promote children's health.

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

The leadership and management team focuses strongly on children's safety and welfare. Thorough risk assessments and check lists ensure that risks to children are removed or managed safely. The provider is very knowledgeable about child protection issues and ensures that safe recruitment practices are followed and safeguarding training is undertaken by all staff. As a result, children are kept safe from potential harm. Children's health is protected because the management team ensure that hygiene practices are of a high standard throughout the nursery and thorough policies are in place and implemented for issues, such as contagious illnesses. The key person system is managed to ensure that every child has a key person to identify and meet their needs. Recent staff changes have resulted in a number of changes to key person relationships, but the impact to children has been limited due to the good relationships they have with all of the staff. The management team ensure that children are making progress in all areas of learning through monthly reports, supervisions and reviews. There have been a significant number of changes to the management team, however, the provider has taken strong action to minimise the impact of this, including significantly increasing her involvement in the day-to-day running of the nursery. As a result, the nursery's capacity to improve is strong. Despite these recent challenging staff changes, the nursery continues to meet all legal requirements and provide good quality childcare, which is due to the commitment and knowledge of all of the nursery team. Adult-to-child ratios are correctly maintained and staff deployment ensures children are appropriately supervised. Requirements to notify Ofsted of changes have been met at all times. The owner is proactive in addressing concerns when they are raised and a record of formal complaints is maintained as required.

The owners and managers of the nursery are passionate about providing an excellent service. They reflect on all aspects of the nursery and put a strong focus on quality and compliance. They involve parents, children and staff in their reviews and encourage everyone to contribute to new ideas and improvements. Recommendations from the last inspection are being implemented. Professional development is encouraged and supported and as a result, the majority of staff hold early years qualifications to at least level 3. Staff demonstrate that studying for higher level qualifications has had a positive impact on their practice, for example, they explain how it has changed their understanding of how children learn. As a result, the learning opportunities for children have improved. Training is shared at team meetings, so that knowledge gained is shared across the whole nursery. However, there is scope to enhance the quality of teaching further, particularly with regard to sharing the skills of the most knowledgeable staff members to promote more effective conversations between staff and children.

Partnerships with parents support children's well-being and learning. The nursery provides regular emails and newsletters to support parents and they say that they are very happy with the information they receive. Parents are encouraged to contribute information and ideas to all aspects of the nursery. They recommend the setting to friends and family and value the friendliness and abilities of the staff. The nursery has strong partnerships with other agencies and the local children's centre, which contribute to children's learning and well-being, particularly for those families or children who need additional support.

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	EY222802
Local authority	Blackburn
Inspection number	962204
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	88
Name of provider	Care 4 Kids Ltd
Date of previous inspection	16/09/2013
Telephone number	01254 678800

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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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