

Kiddies Kingdom

3 Addington Court, Addington Way, LUTON, LU4 9FZ

Inspection date 28/05/2014
Previous inspection date 07/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Requires Improvement
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 have a good understanding of each child's needs and interests. They maintain routine assessment and planning for individual children to ensure they progress in their development.
- The educational programmes promoted at the nursery, effectively support children in developing skills across the seven areas of learning. The nursery is especially good at supporting children in learning important skills to ensure their readiness for school.
- The nursery provides children with a welcoming environment. Parents and key staff work in partnership to ensure children's individual care and learning needs are met.
- All staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust procedures in place to ensure the environment is secure and staff are suitable to work with children.

It is not yet outstanding because

- There is scope to enhance the strategies in place to ensure children who speak English as an additional language have further opportunities to develop and use their home language at nursery.
- There is scope to further develop the procedures in place to identify children's starting points of learning and development to ensure they fully benefit from their initial experiences at nursery.

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.

Inspection activities

- The inspector observed activities and the interaction between children and staff.
- The inspector viewed the areas of the premises and outdoor area used for childcare.
- The inspector held a range of discussions with the provider and managers. She analysed the implementation of policies and procedures in practice.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children. She looked at the provider's improvement plan.
- The inspector took account of the views of parents as recorded in written questionnaires and reference letters.

Inspector

Karina Hemerling

Full report

Information about the setting

Kiddies Kingdom was registered in 2013 on the Early Years Register. It operates from a unit in Luton, Bedfordshire and is privately owned. The nursery is a sister site to the nearby Kiddies Kingdom Pre-school and Nursery. It serves the local community and is accessible to all children. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday, all year round. It offers sessions from 8am until 6pm. Children attend for a variety of sessions. There are currently 32 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. The nursery employs five members of childcare staff. All staff hold appropriate early years qualifications at level 2 and 3, including the managers who both hold BA (Honours) Degree in Early Years. The nursery works closely with the local children's centre and 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:

- extend the opportunities, children who speak English as an additional language have to develop and use their home language while at the nursery, for example, by gathering from parents key words in children's home language and using them in activities and daily routines
- enhance the existing procedures for gathering information in regards to children's starting points to ensure there is more focus on identifying their stages of learning and development.

Inspection judgements

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage in regards to children's learning, development and assessment. The nursery encourages parents to stay and play with their children during settling-in sessions. During these sessions, parents are introduced to their child's key person and together they complete the 'All about me' form, which contains relevant information about children's likes, dislikes and interests. This information is effectively used to tailor children's initial experiences and to engage them in activities related to their interests. However, there is scope to further develop the strategies to identify children's starting points with parents to ensure more focus is given to their stages of learning and development in order to maximise children's initial experiences at the nursery. Staff maintain routine observations of children's skills

and plan weekly activities to ensure they progress in their learning. They identify children's next steps by gathering observations of their skills and interests during play. For example, staff identify the interest of children in learning about planets. The theme 'Universe' is then implemented in the educational programme for children. They learn about planets and participate in a wide range of activities. Staff have high expectations and during activities they teach children to write their names and simple words, such as, 'sun', 'moon' and 'stars'. Children participate in activities and staff adapt their teaching style to meet their individual aptitudes.

Teaching is good, staff provide children with a variety of interesting and challenging activities. Children engage in thinking and solving problems, they initiate their own activities and are provided with a range of resources to support their imaginative play. For example, children choose to paint. They independently choose the colours of paints and the tools they would like to use. Children create a rainbow by painting lines of different colours on their hands. They print their hands on the paper. Staff provide children with a good balance of child-initiated and direct teaching opportunities. Children are encouraged to extend their play outdoors and staff ensure the outdoor environment reflects the indoor experiences. For example, children play indoors with dolls and prams, they take their dolls outside and bring them back in while they play. The nursery supports children who speak English as an additional language and there is a good focus on teaching them vocabulary in English. Staff provide children with a variety of activities and resources to embed their learning. For example, children initiate a cooking activity in the home corner. Staff teach children the names of the toy food they play with. They discuss the colours, quantities and sizes of the food as they put them into a pot. Children effectively engage in the activity and confidently attempt to repeat the names of the toy food. However, there is scope to maximise the opportunities for children who speak English as an additional language, to use and develop their home language at the nursery in order to expand even further their learning and engagement in activities. The nursery supports a number of children with special educational needs and/or disabilities and works closely with outside professionals to ensure the care and education promoted at the nursery meet the needs of all children.

The ongoing partnership with parents is good. Staff and parents make effective use of the communication book to share observations of children at home and at the nursery. Parents and staff share ideas of activities children enjoy and children benefit from the continuous support at home and at the nursery. Staff sensitively teach children to listen and to follow instructions. Children effectively communicate their ideas and thoughts with staff. For example, staff encourage children to participate in the daily group discussion sessions. Children greet each other, sing, read stories and express their feelings every day. Staff talk to children about the activities planned for the day and ask them about their play ideas. Educational programmes are flexible and mirror children's interests and aptitudes. For example, a member of staff finds a spider with children and the planned theme is adapted to reflect the interest children have in spiders. Children participate in art activities and create their own spiders. They read books, sing songs and learn about different types of spiders. Children learn skills across the seven areas of learning in preparation for their next stage of learning at school.

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

The nursery provides children and parents with a welcoming environment. Staff and children create strong bonds; they enjoy playing together and interacting. There is a robust key person system in place. Following the previous inspection, the nursery enhanced the procedures to ensure parents are made aware of the roles and responsibilities of their child's key person. The nursery promotes an open-door policy for parents and organises consultation days for parents and key staff to share aspects of children's individual care and education. Key staff are responsible for providing parents with daily feedback about their children's care routines and well-being while at nursery. Parents and key staff maintain an effective two-way communication through daily discussions and the communication book. For example, parents and staff share ongoing aspects of children's dietary requirements and care routines to ensure their needs are met at all times. Therefore, partnership with parents in regards to children's care needs is good.

Children behave well and staff are very attentive towards them. Staff are good role models and children follow their guidance. The nursery promotes a set of golden rules, which staff share with children during group discussions. Children are comfortable with the boundaries set for them. For example, children participate in a painting activity that extends into the time when their parents arrive to collect them from the nursery. They hang their aprons on pegs, wash their hands and sign themselves out in the children's register before approaching their parents. Children actively participate in setting up activities and putting resources away when they finish using them.

The nursery promotes healthy living and effectively teaches children to be independent in relation to their own care needs. For example, staff announce to children that snack is served. Children independently wash their hands and choose their plates and cups. They choose from a selection of healthy snacks and put away plates and cups when they are satisfied. The environment provides children with good opportunities to learn to be independent. For example, children have easy access to toilets, drinking water, to their coats and personal belongings. Children benefit from the freely chosen opportunities to play outdoors and often visit the play area near the nursery to enjoy the playground equipment. They have good opportunities to exercise and enjoy the fresh air outside. Staff effectively teach children about personal safety and the safety of others at the nursery. Children learn about road safety during outings and staff teach them to keep safe indoors. For example, children understand that they must not run indoors because they can hurt themselves and others. Children of all ages are maturing well as they attend to their own personal needs and learn how to share and play together. They learn to respect each other and the environment. This prepares them well for the next stages in their learning, such as, moving onto nursery school.

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

All staff have a good understanding of how to promote the safeguarding and welfare requirements of the Early Years Foundation Stage. The management team is very confident and has effective procedures in place to ensure the nursery is safe and secure

for children. Staff take all the necessary steps to ensure the environment is appropriate for children to play and explore. They conduct a daily risk assessment and maintain records of children's care routines. The nursery effectively shares with parents, staff and visitors. The policies in practice, including the safeguarding policy, to ensure everyone involved with the nursery understands the procedures in place. There is a robust recruitment policy and all staff are suitable to work with children. Since the last inspection there are new procedures in place to ensure staff are supported in their practice. Staff participate in regular supervision sessions conducted by the managers. The management team ensures staff have opportunities to participate in training and support them to further their qualifications and studies. Staff have a good understanding of their responsibilities in protecting children from harm. All staff participate in safeguarding, child protection, first aid and food hygiene training to ensure the services provided for children are of good standards.

The manager has good systems in place to monitor the quality of learning and teaching at the nursery. She conducts routine observations of staff and children during activities and daily routines. There is a tracking system in place to ensure all children develop and learn according to their expected age range. The provider and the management team have effective procedures to reflect on practice. For example, staff participate in weekly team meetings and there are regular management meetings. There is a good improvement plan in place. Staff and parents actively participate in celebrating good practice and identifying any capacity for improvement. They are often consulted through questionnaires and appraisals, where they share their views and expectations of the nursery.

The nursery has staff who have designated roles, such as, a safeguarding and special educational needs co-ordinator and they have established effective partnerships with external agencies. The nursery promotes the services available for parents at the local children's centre. Staff display and distribute informative leaflets about government initiatives to promote safeguarding and healthy living for children and families. They work closely with the local early years team to monitor practice and to ensure the requirements of the Early Years Foundation Stage are met. There are good links with local schools and teachers visit the nursery to meet key staff and talk to the children in order to support their transitions to school and to provide them with continuity of care and education.

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	EY462528
Local authority	Luton
Inspection number	962928
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	32
Name of provider	Javid Mohammad Rana
Date of previous inspection	07/11/2013
Telephone number	01582562385

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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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