

Country Kids Day Nursery

House on Hill, Offoxey Road, BISHOPS WOOD, Staffordshire, ST19 9AP

Inspection date	28/04/2014
Previous inspection date	13/08/2013

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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements and as a result, children's progress is strong given their starting points and capabilities.
- The effective partnership with parents is supported through good two-way communication, ensuring they are well informed about the systems in the nursery. There are effective partnerships with other providers which fosters children's readiness for school.
- There are close attachments between the children and their key persons. Children are well behaved because staff acknowledge good behaviour through praise and are positive role models.
- Safeguarding children is a priority within the provision. Effective management procedures, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and improvements bring about effective changes that benefit the children.

It is not yet outstanding because

- There is scope to enhance babies' communication skills during daily routines.
- There is scope to enhance children's imaginary play during outdoor play times.

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 scrutinised a range of documents including; attendance registers for children, staff and visitors; risk assessments; self-evaluation records and the provider's improvement plan; staff suitability and qualifications and a range of policies and procedures which support the service provided.
- The inspector observed activities in all indoor and outdoor play areas and checked other areas not used by the children.
- The inspector conducted a joint observation with the provider, held meetings with the provider and held discussions with various staff caring for the children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Country Kids Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the rural area of Bishops Wood, on the Staffordshire and Shropshire border and is managed by a private provider. It serves the local and wider areas and has strong links with the local schools. The nursery is accessible to all children and there is an enclosed area available for outdoor play. It opens Monday to Friday, from 7.30am until 6pm, all year round. There are currently 42 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one is unqualified and working towards a recognised childcare qualification.

What the setting needs to do to improve further

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

- improve the already good opportunities for children to develop their imagination by resourcing the outdoor play house with available props, to support children's first-hand experiences so that they can make connections in their play
- improve the already good opportunities provided to increase babies' skills in listening, understanding and expressing themselves through two-way verbal and non-verbal communication.

Inspection judgements

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

The staff are well qualified and teaching throughout the nursery is effective. As a result, children's learning and development is well supported. The management and staff work well as a team to ensure children's needs and interests are identified and fostered. This helps the children to progress towards the early learning goals. The management and staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. The staff show they have high expectations for all children they work with and as a result, they make good progress given their starting points. Children's physical and communication skills alongside their personal, social and emotional development are fostered well because the staff use positive teaching strategies. For example, staff working with the older children interact positively with them. They support their language and communication through the use of open questions that encourage them to think critically about what they are doing as they play. The staff also use meaningful praise as children try and try again, persevering with their chosen activities.

Older children and toddlers spend time together being physically active in the outdoor play areas each day. Through the provision of free-flow between the indoors and outdoors during morning and afternoon child-initiated play times, the children play with exuberance. They run around on the grass, chase their peers, climb and balance and make choices from the range of equipment around them, such as tricycles and scooters. This fosters children's physical development very well. At times, however, staff do not always exploit all opportunities to further enhance children's imagination during their outdoor play times. Toddlers like to observe the older children which gives them confidence to have a go themselves, thereby taking risks during their supervised physical play. This helps to raise their self-esteem and confidence and further enhances their independence. Babies also enjoy being taken out into the garden for fresh air and are supported by staff to explore their outdoor environment. This supports children's physical development and well-being on a daily basis. Older children's interest in the world around them is fostered well. They enjoy visiting the nearby rough-play area where they enjoy forest play in small groups with their key person. Here the children explore the changing seasons, swing on the tyres, build dens and notice wildlife and nature around them.

The staff support children's interest in the world around them and in particular their interest in animals. For example, the staff invite the animal man to bring along various reptiles and insects for the children to see and talk about. At different times of the year, such as spring time, the animal man brings in lambs and other small animals, such as rabbits and guinea pigs. He talks to the children about what the animals like to eat and how they live. The staff encourage the children to recall such events and they build on children's experiences. For example, children talk about big and small animals and what baby animals are called. They have fun with one another as they make animal noises. This also supports children's mathematical thinking as they consider the concept of size. Toddlers enjoy joining in with their peers and the staff as they sing rhymes and songs. This further supports their mathematical thinking as staff model how to count forwards and backwards using fingers. Older children and toddlers come together for various activities, such as painting with brushes and sponges. Toddlers' listening and understanding is fostered as they hear older children make requests for more resources. This supports all children with their independence skills and supports them in taking turns to listen and talk. During such activities, children are encouraged to be independent as they choose their own colours of paint and pour these out themselves. As a result, children's school readiness is fostered. Babies are also supported by the staff to explore media as they make marks with the paint and play with gloop. During such times, the staff use running commentary so that babies begin to hear and understand the language that supports their manipulative movements with tools, their fingers and their hands. At times, however, staff do not always exploit all opportunities to further support babies' communication and language. For example, babies' social interaction, skills in listening, understanding and expressing themselves both verbally and non-verbally are not always encouraged during daily routines, such as meal times. This is because some babies in high chairs are sat in a row and not facing one another to ensure they have clear vision of their peers and the staff around them.

The staff effectively ensure children's needs and interests are identified and met because they observe children as they play and plan for the next steps in their learning. Children's progress is tracked to ensure that there are no gaps in their learning and development.

Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their progress check at age two. The management and staff implement a range of strategies to support positive partnerships with parents. For instance, through the use of two-way diaries and children's learning journal documents, parents share what they know about their child. This also helps parents to support their child's learning at home. As a result of this good two-way communication, children's care, learning and developmental progression is supported well.

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

A welcoming and friendly environment is provided for parents and their children by the management and staff. The emotional well-being of children is fostered well through the strong key person systems which positively support children's attachments. There is an array of children's work and a selection of children's photographs displayed in their base rooms. This builds children's feelings of self-worth and sense of belonging. Staff use a range of positive strategies to manage and promote children's behaviour. This includes meaningful praise and encouragement as children play alongside their peers. Strategies used by staff to support children's transitions into the nursery are good and include settling-in sessions for the child as agreed with the parents. The communication between the nursery, other settings and school ensures that everyone is working together. As a result, children become ready for the next phase in their learning and school.

Older children self-serve their own meals and pour their own drinks thereby enhancing their skills in independence and furthering their readiness for school. The staff are positive role models as they sit and eat with the children using such opportunities to talk about the healthy food they are all eating as part of routines. Staff are able to take breaks to ensure they have a rest, relax and spend time away from the children's play. Children's healthy lifestyles are fostered well because they play in the fresh air each day. To support children's interest in a healthy lifestyle further, the staff invite visitors to come into the nursery to demonstrate to children skills in movement and ball control. This further supports children's physical development and interests. Children are provided with nutritionally well-balanced meals which are freshly prepared on site by the provider before the children arrive.

The staff support children's learning about personal safety through visitors, including the police and fire officers who come along to talk to the children. During such times, children have great fun as they use the fire hose under close supervision of the staff. The staff also encourage children to be aware of road safety through discussions and story times. All children are included in the fire evacuation practise with the staff. As a result, children's awareness of personal safety is increased.

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

The management and staff work closely as a team. This results in a low staff turnover, which has a positive impact on the children. Everyone working in the nursery has a good

knowledge about the safeguarding and welfare requirements of the Early Years Foundation Stage. For instance, the staff undertake risk assessments in all indoor and outdoor areas used by the children and any outings off the premises. Robust policies and procedures are implemented to ensure children are cared for in a safe and caring environment. Staff attend safeguarding training and are fully aware of the possible signs of abuse and what to do and who to contact should there be any concerns. A comprehensive whistleblowing policy is in place and known by the staff so that they can report any concerns about anyone working at or visiting the nursery. The recruitment procedures of the nursery are robust and include following-up of references from the last employer. There are also ongoing checks of the suitability of all staff to continue to work with children. The induction procedures for new staff include close supervision at all times while awaiting appropriate robust clearances. Also, the management ensures that during the probationary period, new recruits have a good enough understanding of all policies and procedures. These are in place and effectively used to support the provision and keep children and staff safe. This includes a secure knowledge of the mobile telephone and camera policy and procedures which must be followed at all times. Induction also includes ensuring that hot drinks are not taken into the children's play areas at any time so that children's well-being and safety is not compromised. Up-to-date records, such as daily registers of staff and children and staff rotas to ensure ratios are met also help to keep children safe. There are also good contingency plans in place for any staff absences. Children are supervised at all times because deployment of staff is good.

The strategies in place for monitoring the teaching and learning programmes within the nursery are good. This ensures children's learning and development is fostered well. For instance, senior staff observe practice and provide individual feedback to staff through supervision so that practice continues to improve over time. Appraisals are also conducted with all staff. This ensures there are no weaknesses in staff conduct. As a result, all children on roll benefit from attending the nursery. Staff are well qualified, attend training and keep their knowledge up to date through reading various guidance documents on learning and development. Team meetings are also used to share good practice and ensure children's needs are identified and met. There is a continuing, targeted programme for the professional development of staff. The self-evaluation process in place includes input from the provider, all staff and the parents and their children.

Partnerships with parents and other providers and professionals are effective. As a result, everyone works closely with each individual child. Information is provided to parents about the provision, their child's care and their learning and developmental progress at all levels. Staff and parents share information to ensure one another are aware of the children's interests and needs. This and two-way comments in the daily diaries helps to support parents in fostering their child's home learning. Additionally, the settling-in arrangements help to form strong relationships with parents from the start. Parents speak highly about the nursery. They comment on the great relationships their children have with the staff and say that their children are very happy to attend. They state that they enjoy bringing home their children's learning journal documents to share with their families. They also like to read the daily diaries which helps them with ideas on how to support their children's learning at home. Other comments include how approachable and willing the staff are to take advice from them which makes them feel valued.

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	EY251062
Local authority	Shropshire
Inspection number	972440
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	42
Name of provider	Jane Angela Frisby
Date of previous inspection	13/08/2013
Telephone number	01785 840372

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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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