

Kids.com Private Day Nursery

Throstlenest Avenue, WIGAN, Lancashire, WN6 7AS

Inspection date

23/04/2014

Previous inspection date

09/02/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Some aspects of the provision are ineffectively managed. This leads to breaches in legal requirements which have the potential to impact on children's safety and well-being. This particularly relates to the poor deployment of staff as children are taken out of the premises with no first aider present and also on occasions there is no person in charge with a relevant qualification.
- Managers plan for improvement, however, they do not always act on identified weaknesses swiftly or effectively enough to prevent an impact on the quality of the provision.
- Monitoring does not sufficiently identify aspects of resources and teaching, including partnerships with parents, which do not always provide all children with the challenge needed to make consistently good progress.

It has the following strengths

- The relatively small nursery and consistent staff team means that children settle well, make close relationships and develop high levels of confidence. They make good progress in their personal, social and emotional development.

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 two playrooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke with the local authority advisor and staff.
- The inspector looked at children's admission records, their assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from the setting's own parent survey.

Inspector

Angela Rowley

Full report

Information about the setting

Kids.Com Private Day Nursery was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the ground floor of a converted school premises in the Springfield area of Wigan and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates in two main playrooms for children under three years and over three years and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at a minimum of level 3, including one qualified at degree level. The nursery opens Monday to Friday all year round, with the exception of a closure at Christmas and on public holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The nursery provides free funded early education for two-, three- and four-year-old children. It supports a small number of children with special educational needs and/or disabilities. The nursery also provides care for children aged from five to 11 years and staff take children to, and collect them from, local schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present and on any outings with children
- establish suitable arrangements to ensure that there is a suitably qualified, capable member of staff to take charge in the manager's and deputy manager's absence
- improve the monitoring of the quality of the provision by taking planned action to address identified weaknesses in a more timely fashion, including in relation to information sharing with parents and other settings and by reviewing teaching and resources to ensure all children are consistently challenged.

Inspection judgements

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

Staff have a suitable knowledge of the Early Years Foundation Stage and plan interesting, purposeful activities which children enjoy. Some teaching is good, although this is not always consistent. While in the main this means children achieve typically what is

expected for their ages and in some areas beyond, there are occasions when staff do not provide good opportunities to challenge children. For example, children in the 'Tweenies' room are suitably questioned in play to extend their language and thinking. They are given choices of two responses which invites them to reply verbally. By the time children are of pre-school age and are confident communicators, staff sometimes continue to use the same questioning strategies. Therefore, they do not always make more appropriate use of open, searching questions, such as 'why?' and 'how?' which invite children to think, find out, understand and explain. The development of these skills is necessary for children to develop the attitudes needed to become good learners in readiness for school. Strategies to promote the communication and language of the youngest children in the nursery are strong. Staff skilfully use techniques developed from specific approaches, such as 'Elklan'; an initiative to support children's speech, language and communication skills. They sing familiar and associated songs as children draw on the chalk board, purposefully omitting rhyming words to encourage children to anticipate what comes next. They make the most of the cosy story corner to ignite children's interest in books and stories using puppets and imaginative story-telling. As a result, two-year-olds label familiar characters and model familiar phrases and actions as they begin to establish favourite stories. Some effective use of 'letters and sounds' strategies means that pre-school children develop an early understanding of the initial sounds of words important to them, such as their names. Some children independently demonstrate an extended awareness without being challenged by staff.

The learning environment is suitably organised. Staff provide a range of interesting activities which engage children. As a result, all children are continually involved in play and learning. Babies are supported to develop early exploratory skills when they are provided with a range of materials to investigate, stimulating their senses and their interest in making marks. Activities in the 'Tweenies' room capture children's imagination. For example, they develop their physical skills as they construct towers with building blocks inspired by use of a large toy crane. Their mark-making skills are extended when they are provided with further opportunities, for example, painting on the wall-mounted easel or drawing on the chalk board. By the time they are in pre-school, children confidently explore the interesting continuous play provision. They use paint in different ways, for example, printing and they use brushes and water outside. They play imaginatively with puppets and small world equipment because staff use them creatively. For example, children pretend with pirates and ships specifically placed in a sand tray to enhance the experience. They are encouraged to use sand in a variety of ways, for example, for making marks in trays and for finding hidden items. Staff have clear and relevant intentions for promoting learning when they plan and provide particular activities, although sometimes they lose focus on these which results in activities lacking the challenge needed to help children make good or better progress consistently.

Staff purposefully use what they know about children's interests in addition to their priorities for learning to enhance the daily continuous play provision and resources available. There are clear links between their assessment of what children can do, their evaluation of what they need to support next and the activities they plan in order to achieve this. This demonstrates that some aspects of their teaching are secure. The educational programme does, as a result, cover all areas of learning. Continuous and systematic assessment enables staff to identify children at risk of falling behind. They use

their partnerships suitably to ensure children get the support they need. For example, they use the expertise of other professionals, for example, the speech and language therapist, to develop communication strategies for children with special educational needs and/or disabilities. However, staff do not always use their partnerships with parents to good effect in assessing and planning for children's learning needs. They do not use what parents know about their child to establish clear starting points and instead spend the first few weeks of a child's attendance observing and assessing themselves. This means that not all children are suitably challenged right from the start.

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

Children's well-being is, at times, hindered by weaknesses in the management of the provision which impacts on children's good health and their safety. While there are four members of staff who hold a current paediatric first aid certificate, outings, in particular walks to and from school, are not organised to ensure that one of these first aiders is present. Additionally, a lack of clear roles means that in the absence of both the manager and deputy there is no suitably qualified person present who takes on the role of leader in the event of a problem or an emergency. More generally, practice is sound. Required ratios are adhered to which means children are appropriately supervised and helps keep them safe. Children learn about staying safe when they wear high visibility vests on outings and are encouraged to think about how to use equipment safely. For example, how to organise the ramps and crates used for balancing outside so that they are steady. They challenge themselves and take small risks, such as using tyres and tree stumps as stepping stones on the impact-absorbent play surface. In practice, staff manage children's behaviour well and, as a result, children are learning how to behave in safe ways as well as how to behave responsibly. Secure routines mean that children know what is expected of them. At an early stage they join in purposefully with tidy-up time, well supported to consider where items belong and to put toys away independently. They soon learn to line up ready to be counted before going outside and to wait for turns on equipment.

Secure, consistent staffing means that children settle quickly in the nursery. An effective key person system is in place which helps both parents and children to build strong relationships with a designated and sometimes long-serving member of staff. This is particularly reassuring for parents who feel safe leaving their second child with an already familiar adult. For children, this means staff know the family well and are able to give children opportunities to talk about special people and experiences. Children's transition into the setting is appropriately planned to build their confidence and to gain any necessary information from parents about their care needs. All children show a strong sense of belonging within the provision. Their playrooms are cosy and they enter happily and generally leave parents without support. Due to the relatively small numbers of children and staff they make strong relationships. They have fun together, for example, during team games and also when children ask them to read out jokes from their yoghurt pots. Such strong relationships enable children to feel safe and secure, giving them the support and confidence needed to develop their independence, explore the environment and to join in, even when anxious at first. By the time they leave the nursery most children's levels of confidence have increased significantly and their personal, social and emotional development is strong. They organise themselves and each other at circle time

and their levels of self-care are high. Children's independence is well supported. Impressive techniques are used to help children as young as two years learn to put on their own coats and during meal times children are in the process of being supported to serve themselves. The focus on children's levels of confidence and independence helps to support some aspects of their readiness for school when the time comes.

The parts of the premises used by children are clean and most equipment is suitably checked and in good repair. Children are suitably supported by daily routines to learn about good hygiene and they understand that they wash their hands before meals because 'they have germs on'. Their individual health and medical needs are accommodated well and some staff have received medical training in order to undertake the skilled procedures required when children have specific medical needs. Since the last inspection the small and enclosed outside area has been improved, now providing a safe surface and overhead canopy for all weather use. This means that children benefit from fresh air, sunlight and exercise every day and they look forward to outside play. The setting has received a five-star rating in its recent food hygiene inspection and children enjoy the home-made meals provided. At times, however, some of the equipment provided is not sufficiently challenging for children. They are provided with plastic cutlery, which is safe, but which does not support them in being properly able to pierce their food with a fork or cut with a knife.

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

In the main, the nursery runs safely and smoothly, however, some aspects of leadership and management are not secure. In some areas managers lack understanding of how to organise the provision to ensure requirements are fully met. For example, in relation to staff deployment there is not always a suitably qualified person in charge in the absence of the manager and there is not always a member of staff who holds a current paediatric first aid certificate on outings. These are breaches of statutory requirements and the breach relating to first aid also applies to the Childcare Register. Following the last inspection improvements have been made to risk assessment records and procedures now include checking of the hallways, office space and outside. Mostly, the identified procedures planned to minimise potential hazards are implemented appropriately and this helps keep children safe. Recruitment procedures are sufficient to ensure that new staff members are suitable to work with children and have the necessary qualifications and skills to carry out their role. This includes sending for references, checking certificates, obtaining Disclosure and Barring Service checks for new employees and obtaining declarations of ongoing suitability from existing employees. New staff are sufficiently inducted to ensure they understand the most important procedures relating to health and safety and all staff are provided with handbooks containing vital policies and procedures, including the procedure for safeguarding children. Their knowledge is updated through 'policy of the month' awareness-raising during staff meetings.

Arrangements for performance management are in place. Regular supervision and appraisal helps staff reflect on and evaluate the quality of their own practice. A good number of staff are long-serving and a small number hold higher levels of qualification.

Some professional development, including extending qualifications and expertise, is supported. The impact of this is beginning to be seen particularly in promoting children's communication and language and, in addition, their levels of independence. The manager and staff are working with and accepting the guidance of the local authority in making sure that the quality of teaching and learning is improving in some areas. The manager checks the planning of activities and the consistency of staffs' assessments of children. She also tracks and monitors children's levels of attainment so she can easily identify those who may benefit from additional support. The manager observes staff and offers feedback to reinforce strong practice and encourage ideas for improvement. However, she does not always identify where provision, including teaching and resources, does not provide good levels of challenge for children to help them consistently make good progress. Some aspects of self-evaluation are successful. The manager uses the views of staff, children and parents to inform ideas for improvement. Staff have aspirations and clear ideas for how to improve some of the provision for children, including providing more natural materials to encourage exploration and investigation outside. The manager and provider agree clear action plans through self-evaluation and audits, however, they do not always take prompt action to address the weaknesses identified. For example, the need to ensure more staff hold a current first aid certificate had already been identified although training is not successfully organised. Additionally, the manager had already identified a need to improve the information gathered at the start of a placement, although had not taken steps to implement the changes she had planned. This hinders the nursery's capacity to make strong, continual and consistent improvement.

Relationships with parents are strong and this leads to good communication. Parents respond positively to the nursery's questionnaires with a common theme of comments relating to happy children who develop confidence. The sharing of information about children's progress in the nursery is valued. However, despite establishing some useful tools, not enough is being done to overcome barriers associated with obtaining information from all parents and also other providers. As a result, staff do not always have clear and informed starting points for children. Neither do they do enough to encourage the continual sharing of information to help them provide consistency in planning for every child's learning and development. Additionally, while some children benefit from parents' involvement in their learning, when parents take home activity packs to play with them, not enough is done to find ways of involving all parents so that every child receives strong support to make good progress right from the start. The nursery uses its partnerships with other professionals well to ensure staff develop the necessary expertise to meet the needs of the children who need it most.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for the children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for the children has an appropriate first aid qualification (voluntary part of the Childcare Register).

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	322992
Local authority	Wigan
Inspection number	819217
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	56
Name of provider	Kids.Com Limited
Date of previous inspection	09/02/2011
Telephone number	01942 703 002

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

