

Kiddies' Cabin Day Nursery

St. Marks Hospital, 112 St. Marks Road, MAIDENHEAD, Berkshire, SL6 6DU

Inspection date	16/05/2014
Previous inspection date	13/11/2013

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

- The management team has effective systems in place for staff supervision and professional development. Therefore, staff are able to enhance their practices further.
- The management team have good systems in place to monitor the planning and delivery of the educational programme.
- Staff have effective partnerships with parents and other professionals. They share children's development to ensure children make good progress in their learning.
- The key person approach supports the youngest children to feel safe and secure and prepares the older children for their next stages in learning.

It is not yet outstanding because

- The management team has systems in place to monitor individual children's progress; however, systems to monitor groups of children are not fully effective.
- There are fewer opportunities for children to compare quantities and to solve problems.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in four playrooms and the outside areas.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector held meetings with the manager and deputy manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ruth George

Full report

Information about the setting

Kiddies' Cabin Day Nursery first opened in 2006 and re-registered in 2013. Berkshire Healthcare NHS Trust operates the nursery. The nursery is a single storey building within the grounds of St Marks Hospital in Maidenhead, Berkshire. Children have access to enclosed outdoor play areas. The nursery serves the local community and health service staff working at the hospital. The nursery is registered on the Early Years Register and is open each weekday from 7.30am until 6pm for 51 weeks of the year. The nursery has a policy of caring for children for a maximum of 10 hours per day.

There are currently 93 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 24 staff; of these 21 staff hold appropriate early years qualifications. The manager has gained a level five qualification in childcare management. The deputy manager holds an early years foundation degree.

What the setting needs to do to improve further

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

- provide more opportunities for children to build on their counting skills to compare quantities and objects and to solve problems

- extend the systems for monitoring of children's progress in learning, to show individual and groups of children's progress over the year.

Inspection judgements

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

Teaching is good, which helps children make good progress in their learning. The staff assess children's development and plan effectively with parents to support their next steps in learning. The staff organise the learning environment well; it is easily accessible with good learning spaces that support learning in all areas. The staff use the outdoor area to its full potential offering a very good range of activities to promote children's learning.

Teaching builds on children's interests in the natural world. Children plant fruit and vegetables and learn what the seedlings and plants need to grow. Staff teach children how to use tools to support their investigations and talk about the things they have

observed. For example, children use a magnifying glass to look at leaves and toy wild animals. Children exclaim 'it's bigger now,' and 'I can see a jungle'.

Staff teach children to count when they sing songs. Children confidently recite numbers and learn to count up and down from ten. Therefore, teaching supports children to gain a grasp of counting; however, there are fewer opportunities for the older children to build on their counting skills to compare quantities and objects and to solve problems. Staff skilfully observe and ask children occasional questions to provide challenge, without distracting them from their goal as play unfolds. Children actively work together to collect and contain leaves in a tyre. The children take it in turns to climb in and out of the tyre containing themselves. This active learning demonstrates motivation for learning about space and volume and shows engagement towards achieving their goal.

Children enjoy listening to and looking at books with staff. The staff skilfully support the younger children to learn new words in a meaningful way when sharing stories. The staff makes good use of the Every child a talker programme, to identify and support children that may require additional language and communication support. This means that staff identify individual children requiring additional support early and provide or seek appropriate support.

The staff plan a wide range of opportunities for children to mark make. They enjoy the sensory experience of making marks in damp sand and dabbing paintbrushes in paint to explore colour. These early experiences underpin early writing skills and aids learning to control hand muscles. Teaching helps children to improve listening skills and to discriminate between sound and silence. Children express themselves through dance and practice the skills for self-regulation. For example, during a game of musical statues the children move in response to music, they listen and stop moving when the music stops.

Staff plan a good range of activities to support the older children's developing literacy skills. Staff make good use of the Jolly Phonics programme, to teach children to link sounds to letters. Children are learning to hear and say the initial sound in words. Teaching supports skills for writing and children are learning to hold pencils and crayons effectively to draw simple shapes, such as circles and lines. Some children are writing their names forming identifiable letters.

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

The management team provides all children and their families with a key person. These close relationships support the youngest children's physical and emotional well-being. Parents express that their key person 'really knows my child's personality, likes and dislikes. The next steps in learning that are sent home are really good and help us to support our child at home too.' The key person helps the youngest children to gain a sense of security and confidence to explore the environment. The children are confident and independent learners; they enjoy exploring and access a range of resources to support their learning.

Staff plan a good range of activities outdoors in the garden, in the fresh air, which promote children's physical well-being. For example, children gain control of their bodies when they climb up the steps, walk along the wobbly bridge and slide down. Staff carefully protect children before going outside in the garden with sun cream, teaching children that it is important to keep safe in the sun. Children are developing independence in self-help skills and recognise their physical health needs. Teaching helps children to manage their own personal hygiene; they use the toilet, wash their hands with soap and dry them, before and after eating.

The chef prepares balanced and nutritious meals and snacks to replenish children's energy. Staff teach children to understand the importance of a healthy lifestyle. For example, children play a game about healthy foods and choose the healthy options to put on their plates. The younger children are learning to express their needs 'want trifle, then sleep;' even when it is a difficult choice between eating and falling asleep. The key person supports their key children to have a rest to replenish energy levels. They settle very quickly with their comfort blankets and toys.

Staff have a very good understanding of their responsibilities to keep children safe from harm and are confident to follow procedures to report any concerns they may have for children. All staff hold appropriate first aid qualifications, manage minor accidents and injuries to children efficiently, and inform parents of any such incidents. Staff are consistent role models for children. They teach children to understand what is right and wrong, how to adjust their behaviour and how to keep themselves safe.

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

The management team has good systems in place to review teaching and to monitor individual children's progress. However, systems to monitor groups of children are not fully effective. The management has extremely good links with other professionals to help children that may require extra support in their learning to make progress. The manager carries out regular room observations and reviews the findings with the room leader to drive improvements to practice.

Parents express how pleased they are with information staff share about their children's learning. They particularly value the monthly next steps that their key person shares and invites parent contributions. This helps all children make consistently good progress in relation to their starting points so they are ready for the next stage in their learning and development.

Management follow robust recruitment procedures and ensure that all staff complete the necessary Disclosure and Barring Service checks. This helps to check the suitability of any adult involved in the nursery. The management implements a good induction programme to help staff understand their individual roles and responsibilities and includes a good range of training. There is an extremely effective system in place for staff supervision and professional development. The manager and team leaders help staff to reflect on their

practice and set targets to drive improvements. A good programme of training provides regular updates to refresh knowledge in key areas and external training helps staff improve their knowledge and practice.

The management team has taken action to make improvements to the recording of pre-existing injuries and accident records following a recent investigation. They have provided more training to all staff in how to use the new accident records and injury records. The management support staff to ensure they have a good knowledge and understanding of how to safeguard children in their care. Staff know how to recognise signs of abuse and how to report their concerns. Management carry out effective risk assessments and daily visual checks to identify and minimise all possible hazards to children.

The Childcare Register

The requirements for the compulsory 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	EY460531
Local authority	Windsor & Maidenhead
Inspection number	971527
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	93
Name of provider	Berkshire Healthcare NHS Trust
Date of previous inspection	13/11/2013
Telephone number	01753 638 733

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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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