

KTB Kids Day Nursery

First Floor, Westgate House, Dartford, DA1 2EH

Inspection date

Previous inspection date

14/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 a wide range of high quality resources and learning experiences which link directly to their developmental needs and individual interests.
- Children are safeguarded well at the nursery as all staff are fully aware of and work within the comprehensive framework of policies and procedures. The premises are secure, staff are deployed well and children are supervised thoroughly throughout their time at the nursery.
- The nursery actively encourages parental involvement in their child's care and learning which ensures children receive a consistent approach to their learning requirements.
- Babies and children form strong bonds and secure emotional attachments due to the effective key person system, which helps them to gain a strong sense of belonging and well-being.
- The management team are strongly committed to improving the setting. They are constantly reviewing the environment and their practice in order to meet the ongoing needs of children in their care.

It is not yet outstanding because

- Children have fewer opportunities for mark making and writing outdoors. This is because staff do not take writing resources and tools on the planned daily outing to local parks, the library or other amenities in the local community.
- Although babies have many toys to explore and investigate, resources to encourage

older children's information and technology skills are not being fully utilised.

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 throughout the nursery and went on the planned daily outing in the local community with the staff team. This was in place of a joint observation as the setting does not have access to their own outdoor area.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and the qualifications of staff working with children and discussed the recruitment, vetting, induction and supervision procedures.
- The inspector looked at children's records, observation and assessment folders, planning documentation and progress checks.
- The inspector spoke to the registered person, the manager, staff and children throughout the inspection.

Inspector

Lara Hickson

Full report

Information about the setting

KTB Kids Day Nursery registered in 2013 on the Early Years Register. The nursery is privately owned and operates from the first floor within Westgate House in Dartford, Kent. Access to the nursery is by one flight of stairs. The group serves the local community and surrounding areas. Children play in a large room that is divided into an under twos area and an over twos area. Children have supervised only access to the toilet facilities, as it is a shared building. Although there is no outside area, regular outings are planned in the local area to parks and the library for outdoor play opportunities.

The nursery opens five days a week all year round, with the exception of bank holidays, from 7.30am until 7.00pm. Children can attend on a full and part time basis and for morning or afternoon sessions. Eight staff work directly with the children, including the manager, over half hold relevant early years qualifications and the majority of the others are currently completing their level 3 qualification.

What the setting needs to do to improve further

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

- extend children's access to and use of a range of information and communication technology resources
- improve opportunities for mark making and understanding nature on the daily outdoor play activity.

Inspection judgements

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

Children make good progress in their learning and development. This is because staff demonstrate a secure knowledge and understanding of how to promote the learning and development of young children. For example, they clearly understand the expected levels children reach at their different ages and stages and use a guidance document effectively to support progress and development further. Each child has a key person, who is responsible for closely monitoring the individual progress of a specific group of children. The key person liaises with parents to find out children's starting points which they then build on through ongoing observations. This helps them to form a clear understanding of the interests of children and plan effectively for their individual developmental needs. Staff use comprehensive tracking systems to support children's progress and development and identify any concerns or gaps in their learning. They plan next steps to enhance each child's learning at a level appropriate to their individual stage of development. The

required assessments are completed when children are between the age of two and three years and staff discuss these extensively with parents. They also share information with parents regularly about children's learning through verbal discussion and through their learning records. This enables parents to have a clear understanding of where their children are in their learning and how they can support this further at home.

The nursery places a high priority on children's communication and language skills. Staff support children's language development extensively during play activities and everyday routines. They effectively use non verbal actions, gestures and introduce and repeat new words continually to extend communication and vocabulary. Staff reinforce how to say words correctly if a child says a word incorrectly but do so sensitively without making the child feel as if they have made a mistake. For example, when a child points to a banana and says excitedly 'nana' a staff member repeats 'yes its banana', introducing how to say the word banana properly but without making the child feel that he had made a mistake. A visual time line of activities supports younger children, and children with English as an additional language, to understand the routines of the day.

The environment is rich in print with displays around the nursery, laminated labels on toy boxes and books and resources involving letters and words. Staff encourage children's early literacy skills through the self registration system. Children have photos of themselves with their names and are encouraged to stick these onto the self registration board. Some children are starting to recognise the initial letters of their names and delight in pointing these out around the nursery and on walks in the community. One child delights in pointing to their initial letter on a shop notice board and receives enthusiastic praise from staff. Children have access to a variety of books and these are stored attractively on a book shelf at low level so that children can choose which books they want to look at. Children enthusiastically join in with retelling a popular children's story about a bear hunt. This is an extremely interactive activity as staff have put together props which they use with children when telling the story. For example, they use shredded paper to represent a snowstorm and an activity play tunnel as a cave. This really supports children's language development as they remember what the props are and excitedly join in with the repeated refrains. There are opportunities for children to mark make with a variety of different materials within the nursery. However there are missed opportunities to fully extend children's mark making and early writing skills outdoors. This is because staff do not always provide a range of writing resources and tools when on their planned daily outing to local parks or amenities in the community. Children's knowledge of the wider world is supported well during planned daily walks when they learn about people who help us, nature and road safety. For example, at the park children spot spiders webs, feathers, flowers and animals and there are numerous conversations about these. This really extends children's language and understanding as well as their concept of the world around them.

Staff incorporate mathematics into play activities, the daily routines and outings in the local community. During construction activities children are encouraged to count how many bricks or blocks are in their towers and staff include concepts of size, colour and shape. On outings children enjoy an activity where they stick red bus pictures onto a laminated sheet when they notice them on their walk. Staff then encourage them to count these when they get back to the nursery. This activity involves lots of discussion and

counting and really engages those children who have shown an interest in vehicles. The key person discusses how she will extend this activity by adding additional buses in different colours and size to further enhance children's learning. Babies have plenty of opportunities to investigate resources that make sounds and light up, which encourages their exploratory skills. However, older children have limited resources to enhance their understanding of information and technology or to explore how things work.

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

Children are very happy and settled in the nursery. Settling in arrangements are robust and help children to develop close and caring relationships with all staff, and particularly with their assigned key person. Staff work very closely with parents during the settling in period. Detailed information is exchanged and recorded highlighting children's specific needs and interests. This effectively promotes continuity of care and learning and supports children's feelings of security and well-being.

Children play in a well organised, stimulating and attractive environment which has been very thoughtfully set out to reflect the seven areas of learning. An extensive range of resources are easily accessible at low level which enables children to select their own choices independently. Consequently, children initiate their own play and learning from a young age. The nursery does not have a designated outdoor space and therefore plans daily outings into the nursery routine. This planning includes outings to a variety of local parks, local do it yourself stores, the library and other amenities. This enables children to experience climbing and balancing skills, and to develop confidence and self esteem.

The nursery places a strong emphasis on promoting children's personal, social and emotional development. They are very aware of any comforters that children have and are often seen hunting around for these special toys which children generally discard once engaged in an activity. Staff provide positive role models, displaying good manners during activities and speaking to children respectfully. They manage any inappropriate behaviour calmly and consistently and provide children with clear guidelines. This ensures that they are aware of what is expected and the consequences of any inappropriate behaviour. Children behave well because staff are consistent in their approach to behaviour management and respond to the praise and encouragement offered by staff. Staff encourage children to share and take turns during play activities which supports them to develop key social skills. Staff display children's art work and photos of them enjoying activities by using the walls and large display boards. This boosts children's confidence, self esteem and their sense of belonging.

Staff help children to develop an understanding of how to keep themselves safe. For example, staff give children clear explanations on how to use tools safely with comments such as 'use your fork with the spikes down'. On the daily outing staff support children to learn about road safety and many of the children shout out that it is safe to cross the road, calling 'there's the green man'. The effective deployment of staff in the nursery and the well thought out security systems ensure children's ongoing safety and well-being. For example, all of the play rooms have a security code entry system so that unknown people

cannot gain access to these areas. Secure collection procedures are in place to ensure that children are only released to authorised adults.

Children learn about a healthy lifestyle as they enjoy planned daily outdoor activities and are encouraged to eat a wide range of nutritious, balanced meals and snacks. The setting has an excellent approach to catering for religious preferences, allergies and food intolerances. Staff sit with children during snack and meal times and this provides opportunities for conversation and for staff to help children to use different cutlery safely and confidently. Children's growing independence skills are encouraged very well during snack and meal times. For example, older children are encouraged to serve themselves their fruit or lunch and pour their own drinks. Children demonstrate a good understanding of hygiene as they wash their hands thoroughly prior to eating and after toileting which supports their good health and well-being. Although staff have to accompany children to the bathroom area due to the logistics of the premises children are able to be independent in this area as there are low level soap and paper towel dispensers. Staff have laminated photos of nursery children washing their hands as a visual reminder to all children at how important it is to wash their hands thoroughly.

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

Staff demonstrate a good understanding of the safeguarding procedures, particularly with regards to recording and reporting any concerns relating to child protection. These are implemented well to ensure children are safe and protected in their care at all times. There is a comprehensive range of policies and procedures in place that effectively underpin practice within the nursery. Staff recruitment procedures are good which protects children's well-being. For example, all staff are checked for their suitability to work with children. Induction procedures and the excellent ongoing supervision and appraisal system ensures that staff are clear about their roles within the nursery and are fully supported to further enhance their professional development. The staff team ensures that children are able to play in a secure, safe environment. A comprehensive risk assessment system ensures that any potential hazards to children are minimised.

Self evaluation is thorough and systems to monitor and develop the provision for children are effective. For example, since registration in January 2014 the registered person has altered the nursery layout following her own internal audits and with advice from the local early years development worker. On the daily outing older children use a highly effective child safety walking system to ensure their ongoing safety when en route to local amenities. As an additional precaution staff now also take a double buggy with them which is used for children who are tired or decide that they do not want to walk. This ensures all children's ongoing well being and highlights the settings capacity to improve their practice.

Highly effective systems are in place to develop close partnerships with parents and carers. Comments from parents are extremely complimentary about the nursery and the friendly, approachable staff team and that their children are happy and developing well.

Effective strategies are in place to engage parents in contributing to children's development. For example, at the start of their child's placement they are asked to contribute to a baseline review of their child and this includes their child's current interests, what their child can do and how they perceive their child. This information and ongoing information gleaned from daily discussions with parents is used to plan effectively for each child. The nursery is aware of the importance of working with other agencies who are involved in children's care and how to seek advice from outside agencies if required to support a child's ongoing development.

Documentation is maintained to a high standard and all records required for the safe and efficient management of the setting are available. A comprehensive range of written policies and procedures are in place and these are regularly reviewed and updated to underpin changes in the setting's practices.

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	EY472192
Local authority	Kent
Inspection number	949004
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	23
Name of provider	KTB Kids Ltd
Date of previous inspection	not applicable
Telephone number	07970517908

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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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