

Kids Inc Day Nursery

Railton Road, Queen Elizabeth Park, Guildford, Surrey, GU2 9LX

Inspection date	22/07/2014
Previous inspection date	11/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are happy as they explore and investigate a wide range of interesting activities and opportunities that challenge their learning and development.
- Children make good progress as staff meet their individual needs through a strong key-person system and use effective procedures to target children's next steps in learning.
- Managers and staff demonstrate their drive to seek the highest standards of provision for all children. Children feel safe and secure in the care of committed, capable staff.
- Leadership and management place a clear emphasis on developing and sustaining effective partnerships with parents.

It is not yet outstanding because

- On occasions, background noise levels reduce the effectiveness of the interactions between staff and children.
- Systems to evaluate the progress of different groups of children are not always fully effective to help all children reach their full potential.

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 a wide range of activities across all areas of the setting and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the setting's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communications from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Kids Inc Day Nursery registered in 2005. It is one of ten nurseries run by Select Enterprises (South East) Ltd. The nursery is situated on a large residential estate on the outskirts of Guildford, Surrey. It operates from a purpose-built centre which includes four suites of rooms designed to meet the needs of different age groups. Children have access to four secure enclosed outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm throughout the year. It receives funding for the provision of free early education to children aged three, and four. Staff support children special educational needs and/or disabilities, and children who are learning English as an additional language. There are currently 126 children on roll, all of whom are in the early years age range. Children attend for either full days or for a variety of sessions. The nursery employs 27 members of staff, 22 of whom work as part of the education team. One member of staff holds Early Years Professional Status and a further 17 staff hold appropriate early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- strengthen systems for evaluating progress across different groups of children to maintain the highest levels of achievement for each child.
- review and evaluate the effect of background noise levels on children's developing listening and speaking skills to promote their communication and language more effectively

Inspection judgements

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

Children are making good progress in their learning and development, following thorough reviews of the educational programmes. Staff create a wide range of good quality experiences to meet the specific needs of each age group of children. For example, babies played and explored as they splashed in outdoor water trays, and used their fingers to touch and swirl designs with paint. Toddlers learned new words and new concepts as staff helped them stir, roll, shape and bake cheese dough caterpillars. Thought provoking staff challenged three-year-olds to investigate 'if' and 'how' snails climb over objects in their pathway. Older pre-school children learn about what makes a primary colour through plenty of hands-on experience and experimentation. Staff consistently provide diverse and exciting learning experiences for children in all age groups. As a result, children are

enthusiastic to try new activities, persist with tasks and learn through their discoveries. These skills help children develop well and make good progress across all areas of learning. Staff regularly make and record observations of children's progress and share these with parents. Staff also provide daily diaries for children under three, which includes a note on children's achievements that day. All staff promptly display photographs and captions from the children's day on large notice boards and in scrap books. These are readily available for parents to see when they collect their children, and for children to enthuse over with their parents. Such arrangements help to link parents with their children's activities on a daily and weekly basis. Consequently, parents are in a better position to carry over and extend their children's learning and interests in other contexts. Parents appreciate this continuity as they can also feedback their children's interests from the weekend for staff to build upon at the setting. Staff offer regular parents' meetings to help prepare progress checks and agree priorities for children's next steps in learning. Strong parent partnerships support children's progress to the early learning goals as both parties have a clear focus on children's current interests. Staff consider children's interests, needs and abilities as they plan activities for the week. This means children quickly engage in challenging experiences that staff use to extend them further. Children across all age groups sit and listen to stories and share news with their friends at circle time. Staff constantly model the language children need to express new ideas and to encourage children to think creatively. However, some of the quality of these interactions is lost because staff do not always reduce the levels of background noise when large groups of children come together. On these occasions, children miss hearing the ideas and quality of speech they need to reach more exceptional levels of progress in their communication and language development. Detailed systems of assessment are effective in helping staff quickly recognise any gaps and delays in children's learning and development. This means they can work with parents to attend to those concerns. The special educational needs coordinator ensures that all staff know about any individual education plans in place to support children. She also liaises closely with advisory teachers and makes sure staff are aware of any specialist guidance. Parents and staff particularly note the significant progress of children with special educational needs and/or disabilities in the pre-school group. A new clear system means that all room staff implement strategies and target areas identified on children's individual education plans. This helps staff unite to celebrate progress and reduce gaps in children's learning prior to their moves to school. Staff offer a range of support to children learning English as an additional language. Staff write extra notes in diaries to help non-English speaking parents share information with partners. They prepare visual prompts, learn to speak essential words and label resources in home languages. Children settle in quickly as staff meet their basic needs and work effectively to foster a nurturing and inclusive group. Parents commend staff for their time and commitment in helping children prepare for school, when they have only been in the country a short while. Parents readily engage in activities at the setting as the new manager has requested their views and implemented key suggestions. She prepares a weekly newsletter and circulates both paper copies and an online blog to cover all parents' needs. Updates on weekly activities in each room keeps all parents informed and provides a sense of continuity across the setting. Parent also recently came together to raise a significant amount of money for the children's hospice movement. Activities such as these help parents and staff get to know all the key people in the children's lives. This fosters smooth communication channels and helps everyone

feel welcome and valued at the setting.

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

New children settle quickly in the care of staff that learn about their needs and preferences, likes and dislikes before children start at the setting. Staff find babies' comforters and follow their usual nap times and routines. As a result, babies feel secure, sleep well and awake happy to explore the challenges of their new surroundings. Babies sleep and play in their spacious well-equipped nursery, until they are ready to join children aged one and two in the next suite of rooms. Here children move between their exciting play room and a second large room used for nap times and larger group activities. Staff vary activities inside and outside to ensure that even the youngest children have plenty of opportunities to discover new initiatives or explore familiar toys presented in different ways. Staff take both groups of children in to one or other of their outdoor play areas each morning and afternoon. Staff set up the all weather covered play area with different toys and resources to help babies develop their physical skills. Children crawled across low bridges, and delight in small slides. They learned to push and pull different toys and negotiated small steps and balanced on the group rocker. Toddlers enjoyed throwing and rolling balls on the lower slopes of the enclosed meadow area, while others enjoyed a story in the shade. Children are happy because staff are attentive to their needs and give them the security and opportunity to engage in rich and rewarding experiences. Care practices across the setting are very good, as staff are confident, capable, work as a team and follow clear systems of accountability. Each suite of rooms includes bathroom facilities, which staff organise to help develop children's increasing levels of independence. The new manager encourages staff to continue to look for new ways to gradually enable children to manage their own needs. For example, older children serve and clear away their meals. These are all home-made and cooked on site. Staff use cookery clubs in each age group, to develop children's skills in using different utensils. Children begin by mastering small plastic spoons and gradually progress to using serrated knives and weighing scales appropriately. Similarly, children of all ages chose to participate in gardening club activities. Here, staff help small children dig with trowels and water seeds, while older children pick home grown herbs to add to their recipes. Children learn that daffodils grow upwards, and carrots downwards, but that both need nurturing with sunlight and water. These are rich learning experiences for all children. Staff are vigilant about children's safety and use daily activities to teach children how to take good care of themselves and each other. For example, toddlers learned to moderate their digging so it stays away from their friends' faces. Older children learned to wash their hands thoroughly when they finished playing with messy materials. Staff encouraged children to replace cooking aprons in one box and hang painting overalls in another area. Children independently found their own sunhat, and helped locate their own bottle of sun cream. Staff are deployed carefully and supervise children well, giving them the skills to learn independence while ensuring they do so safely. Staff create stimulating, well-resourced and welcoming environments in each of the outdoor play areas. Consequently, children enjoy spending long periods in the fresh air where they have plenty of space for physical exercise. Children learn to co-operate, negotiate and share as staff guide them through small group activities. Some of these children initiate activities themselves and staff

prepare others for them. Staff spread out a large roll of paper across the play area and children chose their own utensils to paint, sponge and draw on it. As they did so, children chatted about the schools they are going to and who else is going there. They pointed proudly at their individual photographs grouped around a picture of their intended school. Staff prepare them well for this move and when the time is near, children are ready for the change.

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

The leadership and management of the setting is good and demonstrates a well-documented drive to improve achievement for all children. They understand, and have tightened procedures to meet, all the requirements of the Early Years Foundation Stage. Systems to notify Ofsted of any serious injuries and significant changes at the provision are clearly defined. All policies and procedures for the safe management of the setting are in place, implemented on a daily basis by staff and regularly reviewed and updated by the leadership team. Since her arrival, the new manager has worked hard to help staff enrich education programmes for all children. Staff provide varied and interesting activities that challenge all ages of children across all indoor and outdoor play areas. Staff use their observations, assessments and planning to accurately identify the next steps for children's learning, and have recently introduced improvements to share these with parents on a daily and weekly basis. Practices to support children with special educational needs and/or disabilities are clear across the setting. Parents and staff note the significant progress children make towards targets on their individual education plans, given the co-ordinated support they receive. Consequently, all children make good progress in their learning and development as they move through each of the age groups and areas of the setting. However, systems to monitor the progress of groups of children are not fully effective to enable the manager to evaluate children's progress following the implementation of specific interventions, such as the training to improve support for children who are learning English as an additional language. All staff have a clear understanding of practices and procedures to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Care practices across the setting are very good. Staff are committed and conscientious as they meet the welfare needs of all the children in their care. Staff also have a good knowledge and receive regular updates in procedures to help keep children safe from harm. Risk assessments for outings into the community, specific activities and routine checks of the premises are in place and implemented appropriately. Such procedures help staff to keep children safe at all times. Staff have a clear understanding of how they would respond to any child protection concerns raised by parents or staff. Robust systems for staff vetting, recruitment, induction and supervision help to ensure staff are, and remain, suitable to work with children. All staff have recently updated skills in paediatric first aid and keep detailed records of any incidents, accidents, injuries to children and all administration of medicines. Staff inform parents of all these procedures on the day so everyone involved with the child knows what has happened. Frequent checks ensure that ratios of staff to children, staff deployment and supervision of children are appropriate across the setting. These measures also help to minimise risks to children and keep them safe throughout their day. The manager responds to parent

suggestions gained through routine questionnaires and daily conversations. Parents appreciate the newsletter updates with suggestions for things to try at home, and the keener focus on sharing children's achievements on a daily basis. Parents of children with special educational needs and/or disabilities, and children learning English as an additional language commend staff for the extra measures they put in place to support their children and the external agencies and schools involved with their children. Children are very happy at this provision where the quality of care, learning and development is good.

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	EY305311
Local authority	Surrey
Inspection number	962792
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	129
Number of children on roll	126
Name of provider	Select Enterprises (South East) Ltd.
Date of previous inspection	11/11/2013
Telephone number	01483 237 999

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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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