

Kinver Garden Day Nursery

Kinver Garden Day Nursery, 1 Stone Lane, Kinver, STOURBRIDGE, West Midlands, DY7 6EQ

Inspection date	28/07/2014
Previous inspection date	10/01/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress in their learning and development because staff have a good knowledge of how children learn. They extend children's learning with effective teaching through play, and take into account children's individual interests and play preferences.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Children's welfare is assured through effective safeguarding procedures.
- Effective partnerships with parents and a well-established key-person system help children to form warm and secure attachments, promoting their well-being and independence.
- Strong leadership and management has led to significant improvement since the last inspection. Accurate identification of areas to develop ensures continued improvement to the quality of the provision so children make good progress.

It is not yet outstanding because

- There is scope to improve opportunities for children to make better use of the outdoor area for investigation of the natural world.

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 the staff engaging in a range of indoor and outdoor learning activities.
- The inspector held discussions with the managers and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Kinver Garden Day Nursery was registered under its current ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the village of Kinver, Staffordshire, and is privately owned and managed. The nursery operates from four main care rooms laid out over two floors, with stair access to the upper floor. There is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including a room leader with Early Years Professional status and a manager who has a level 5 qualification in management and leadership. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 36 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their knowledge of the natural world, for example, by planting seeds and growing plants.

Inspection judgements

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

Children's enthusiasm for learning and the secure progress they make are enhanced by staff, who have a good understanding of how to engage and capture children's interests. This supports them in making good progress towards the early learning goals. Staff have recently improved their records for assessment and planning following the last inspection. This means that staff knowledge and skills are enhanced, resulting in the provision of some wonderful opportunities for the children. The nursery gathers information from parents on induction about their child's interests, care needs, routines and what they can do at home. This information is used to plan activities and play around the child's individual interests. Staff regularly observe and assess where children are in their learning and development, and teaching is now effective. All children have a learning journey book, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Also, parents are asked to contribute to their journey by adding what children did at the weekend. This complements children's learning and helps them make good progress. The nursery is completing the required review of each child's progress that must be completed when a child is between the ages of two and three years, and parents are asked to contribute to this.

Children are happy and confident. They are developing effective learning skills as they freely choose resources that reflect their current interests. For example, very young children investigate making marks in the sand, experimenting with water and bubbles. They are cared for in their own room, which is cosy, stimulating and safe. The room is spacious and, therefore, they can roll and crawl in a safe environment. They carefully pull themselves up and staff assist their drive to stand and walk by offering their hands for support. Staff are kind and caring, giving lots of cuddles, support and reassurance. This genuine, warm and responsive reaction raises the babies' confidence and contributes to their overall well-being.

Children's communication and language is well promoted because staff talk to them throughout the day. To stimulate meaningful conversation, staff use open-ended questions. In the baby room, staff reinforce the sounds that children make. Older children's language is developing well. They chat happily together about familiar experiences, such as the weather, what they have been doing at home and what they want to do next. This promotes the children's confidence and self-esteem, skills which help to prepare them in readiness for school. Children's physical skills are supported well as children have daily access to the outdoor environment. Children can play in water and take part in obstacle courses. They can pedal bikes and practise their balancing and climbing skills. These activities enhance children's learning and development experiences and help children build their confidence and knowledge while having fun. However, there is scope to improve opportunities for children to better develop their understanding of the natural world, by providing more opportunities for them to plant seeds and observe them as they grow.

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

Children settle well into the nursery, which is bright, spacious and invitingly decorated, so that they and their parents feel welcomed. The settling-in period is well organised, so that key persons get to know children and their parents and share information about their individual needs. Individual routines are displayed in the baby room, and staff ensure these are carried out until children naturally settle into the nursery routine. As a result, children's transition from home into nursery is supported well. Staff provide children with calming experiences throughout the day, such as cuddles, quiet time and story sessions. Good attention is given to monitoring the care routines of babies and younger children, especially in regard to their feeds, meals and sleep routines. Good arrangements are in place when children move rooms within the nursery, with gradual introductions to their new room to help with a smooth transition. Staff make sure that the new key person is knowledgeable about each child's developmental needs and interests and parents' preferences.

Children's health is well supported through attention to daily routines like nappy changing, while others are developing their own self-care skills as they independently access the toilet and wash their hands. Healthy eating has a high focus at this nursery, where children enjoy a very nutritious and varied menu and daily healthy snacks. All children benefit from regular fresh air and exercise because there is a strong focus on play and learning in the outdoor environment. Children use a range of equipment to promote their

physical development. They skilfully climb and balance on the climbing apparatus, use push-along toys, and negotiate space while on pedalled toys. This daily physical play contributes well to their good health and also helps children learn about safety and how to use resources with care and manage risks.

Children behave well because staff are good role models and give clear instructions as to what is acceptable behaviour, and children are reminded to be kind, share and take turns. Children use good manners and know about the rules to keep them safe. For example, toddlers tell staff why they must sit properly on their chairs. Staff praise children for their achievements and this helps to boost their confidence and self-esteem. Children are emotionally well-prepared for the next stage in their learning because staff give careful consideration to preparing them for school. The nursery has good partnerships with local schools, and the reception teachers are invited to the setting, as well as the children visiting the schools regularly.

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

Management ensure that the safeguarding policy is implemented throughout the setting. All staff have a good understanding of their role and responsibility to protect children in their care, and know the procedure to follow should they have any concerns. Robust recruitment, vetting and induction procedures ensure staff are suitable for their role. Staff's ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable team.

The management team are reflective practitioners who understand the importance of monitoring the educational programme. Since the last inspection, professional development has been given a high priority and staff are encouraged to continue their development by attending regular training and local early years network meetings. These help them to share positive practice with other settings and support staff in developing their professional skills and expertise. The actions and recommendations raised have been fully addressed and there are action plans in place to ensure continuous improvement. The management team now have good systems in place to monitor the effectiveness of the educational programmes. They work closely with staff to assess the quality of teaching and learning to ensure children are effectively supported in their learning. For example, weekly audits have been introduced to ensure the planning and assessment of children's individual learning is accurate and complete. Systems are in place to track children's progress, and where children may need additional support, activities are planned to meet each child's needs. As a result, any gaps in children's learning are closing and they are making good progress.

Partnerships with parents are good and they comment on the positive support and good bonds their children have with all of the staff. Parents are kept fully informed about their children's progress through monthly newsletters, parents' evenings and emailed updates. Parents and staff are encouraged to participate in the setting's self-evaluation, and views are gained through questionnaires and daily discussions. Staff share information

effectively with other professionals providing care for the children, and valuable transition documents are given to parents and other providers. This shows that staff understand how important it is to communicate with others so that children receive complementary and consistent experiences in this nursery and on to school.

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	EY465767
Local authority	Staffordshire
Inspection number	962948
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	36
Name of provider	Care Expert Consultancy Ltd
Date of previous inspection	10/01/2014
Telephone number	01384 877807

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

