

# Kids 4 Us Nursery

Kids for US, School Bungalow, Upper Road, Madeley, TELFORD, Shropshire, TF7 5DL

<b>Inspection date</b>	05/06/2014
Previous inspection date	11/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		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

- The provider did not follow the correct child protection procedures when an allegation of abuse was made against a member of staff.
- The provider did not inform Ofsted of an allegation of abuse made against a member of staff, which is a breach of requirements.

### It has the following strengths

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations of what they can achieve. As a result, children's progress is good given their starting points and capabilities. Attachments between children and their key persons are strong.
- Children of all ages behave well because staff are positive role models and provide clear boundaries.
- Children's move to school is supported through strong partnerships with other providers. Effective partnership with parents supports the exchange of information, through two-way communication, which contributes to meeting children's needs.
- Effective management procedures, such as regular supervision and monitoring, enhance staff performance. The self-evaluation process includes all stakeholders, and improvements bring about effective changes that benefit the children.

## 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 scrutinised a range of documents, including risk assessments, self-evaluation records and the provider's improvement plan, staff suitability and qualifications, the complaints log and a range of policies and procedures, which support the service provided.
- The inspector observed activities in the indoor and outdoor play areas in both the nursery and the out-of-school provision.
- The inspector held discussions with the registered person, the manager and the deputy, and held discussions with various staff caring for children in the nursery and the out-of-school provision.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## Inspector

Christine Armstrong and Mary Henderson

## Full report

### Information about the setting

Kids 4 Us Nursery was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single-storey demountable building in the grounds of The John Fletcher of Madeley Primary School, Madeley in Telford. It is managed by a private partnership. The nursery, which includes a breakfast and after school club, serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and seven staff hold qualifications at level 3. One member of staff holds a qualification at level 2 and one member of staff is unqualified. The nursery opens Monday to Friday, for 48 weeks of the year. Opening hours are from 7.30am until 6pm from Monday to Thursday and 7.30am to 5.30pm on Friday. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently 44 children on roll, 37 of whom are in the early years age group and 30 children attending the after-school club. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- ensure the policy and procedures to safeguard children are fully implemented at all times, with particular regard to the action to be taken in the event of an allegation being made against a member of staff.

### Inspection judgements

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

The manager and staff have an in-depth understanding of the learning and development requirements of the Early Years Foundation Stage and show enthusiasm because they support children's learning and development. As a result, the teaching throughout the nursery is highly effective. The staff are committed to providing an interesting and accessible environment that helps children progress towards the early learning goals. The staff have a very good understanding about how to support children's learning. Consequently, children make good progress given their starting points. The staff ensure all teaching strategies have a strong impact on children's physical and communication skills alongside their personal, social and emotional development. For example, the staff reminded children about a recent visit from the animal man. Children recall various exotic insects, such as spiders and millipedes. They point to, and talk about, the pictures they drew that are displayed for them to refer to. Children showed high levels of confidence and good skills in communication and language as they describe their pictures to one

another and the staff. Children enjoy a range of outings to places of interest in the local community. These include visits to choose books from the library and visits to the local churches and supermarkets. Children's interest in understanding the world is fostered as they explore a range of programmes on the computer. Here they demonstrate their skills in mouse control and using a keyboard as they explore counting, shapes and letters of the alphabet, and follow simple instructions. Staff support this activity well, which helps children gain the necessary skills in readiness for school.

Toddlers enjoy making music with their peers. They learn about loud and quiet, and sing along to rhymes with the staff. Other toddlers use their senses to explore shaving foam and use cups and spoons to move the mixture around. As they play, the staff commentate on what the children are doing and encourage them to think critically. This supports younger children's imagination and exploration. Babies listen to stories and sing along with one another during songs and rhyme time. Less-mobile babies join in. They also explore their immediate surroundings during tummy time, supported by their key person. This supports the youngest children's physical development and encourages them to explore their surroundings with confidence. All children enjoy their outdoor play. Babies enjoy riding on their trundle cars, supported by staff, and playing in the sand and water. Toddlers like to ride their scooters and play ball games, while older, more-able children like to climb, balance and run around having fun chasing their friends in the fresh air. The staff make good use of the school grounds because they take children on walks to explore the natural environment, look at the changing seasons and undertake bug hunts.

The staff meet children's needs, and interests are identified because they observe children as they play, and plan for the next steps in their learning. Children's progress is tracked to ensure that there are no gaps in their learning and development. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are well supported by their key persons. Staff caring for toddlers discuss with parents the most suitable time to complete the progress check for children between the ages of two and three years. The management and staff implement a range of strategies to support positive partnerships with parents. For instance, parents share what they know about their children and contribute to their children's learning records. As a result of good two-way communication, children's learning and development are supported very well.

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

The provider has not followed their safeguarding procedures, which means children's well-being is not assured. The staff support children's understanding of keeping themselves safe as they talk to them about road safety during outings and remind them to be careful of one another during physical activities. This helps to keep children safe. Children of all ages behave well because staff are positive role models and provide clear boundaries. For example, staff engage with the children, provide meaningful praise and show them how to resolve conflict. Children are supervised closely because staff deployment is good. Children's artwork is displayed for them in their play areas so that they and their parents feel their work is valued.

The staff provide a warm and inviting environment for children and their parents. As a

result, attachments are well developed between the children and their key person. This supports their emotional well-being. Children are confident and supported to take risks, explore their environment and increase their independence as they play. Children enjoy access to the outdoor play areas every day. They make choices, such as running around chasing their friends, climbing and balancing or playing ball games with their peers. This builds their confidence to take risks and enhances their physical skills. Consequently, children begin to understand the importance of a healthy lifestyle. The staff encourage children to make choices during snack times and talk to children about a healthy diet.

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

This inspection took place following concerns being reported to Ofsted about the provider's safeguarding practice with regard to older children in the out-of-school club. The inspection found that all staff attend child protection training. They are aware of the possible signs of abuse and know what to do and who to contact should there be any concerns. They also attend regular training in the management of children's behaviour. This ensures all staff provide consistent messages to children and understand about the different needs of children of all ages, and how to support them to resolve conflicts.

However, when an allegation was made against a member of staff, the provider failed to report it to the Local Safeguarding Children Board and Ofsted. This means that the provider did not follow their own safeguarding policy and procedures. These are significant breaches in the safeguarding and welfare requirements that are in place to safeguard children. There are systems in place to ensure complaints are dealt with professionally and the management ensures parents are informed of any investigation outcomes. Safeguarding policies and procedures in all other areas are robustly implemented. The staff undertake risk assessments in all indoor and outdoor areas used by the children. Access to the premises is robustly monitored. This helps to keep children and the staff safe. The staff attend first-aid training. The recruitment procedures are robust and include ongoing checks of the suitability of all staff to work with children.

The strategies for monitoring the teaching and learning programmes within the nursery are very good. As a result, children's learning and development is fostered very well. For instance, staff observe each other's practice and provide individual feedback through good systems of supervision. Staff are well qualified and attend ongoing training to enhance their already good awareness of how children learn. The continuing, targeted programme for the professional development of all staff ensures high levels of staff knowledge and understanding over time. The self-evaluation processes in place include input from the management, staff, parents and their children. Areas for continuous improvement to benefit the children's learning and development are identified on an ongoing basis. This includes training. For example, staff have attended Early Language Development Programme training. As a result, they are able to support children with their communication and language skills through a range of activities that provide opportunities for children to think critically as they play and engage with their peers. In addition, the staff have increased the use of open questions with older children and the use of commentary with younger children to enhance their listening, understanding and talking

skills. As a further result of this training, the staff have increased the ways in which they help parents to support their child's home learning with regard to communication and language.

Partnerships with parents and other providers who care for the children are effective. Information is provided to parents about the provision, their child's care and their learning and developmental progress at all levels. The relationships between the staff and parents are a key strength within the nursery. Parents using the services provided speak highly of the staff caring for their children.

### 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 the written policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect are fully implemented at all times (compulsory part of the Childcare Register)
- inform Ofsted of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises (compulsory part of the Childcare Register)
- ensure the written policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect are fully implemented at all times (voluntary part of the Childcare Register)
- inform Ofsted of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	208212
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	976989
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Valerie Price and Nicola Maczka Partnership
<b>Date of previous inspection</b>	11/11/2013
<b>Telephone number</b>	01952 270062

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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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