

# Kids.Com Private Day Nursery

Throstlenest Avenue, Wigan, Lancashire, WN6 7AS

## Inspection date

23/10/2014

Previous inspection date

23/04/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 nursery has made significant progress since the last inspection. This drive for improvement means the manager is continually improving the service the nursery provides to ensure children's safety, protection and to support their achievements.
- The quality of teaching is good. Children's individual learning is effectively supported by staff who observe and assess children's capabilities and plan effectively for their future learning. As a result, children make good progress and are well prepared for school.
- Children are motivated by a stimulating, well-resourced learning environment that effectively promotes independent learning. As a result, children are enthusiastic learners who confidently pursue their own interests.
- Staff work effectively as a team to meet the individual and group needs of the children. Consequently, children benefit from secure attachments that promote their emotional well-being and provide a secure foundation for their learning.
- Partnerships with parents and other professionals are strong. This means all children including those with special educational needs and/or disabilities make good progress in their learning and development given their starting points.

### It is not yet outstanding because

- Opportunities for children to learn about the natural world and to develop their understanding of the range of technology used in places, such as homes and schools, are not fully embedded in the educational programme.

## 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 activities and staff practice in the two playrooms and the outside learning environment.
- The inspector had a tour of the premises and spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector looked at evidence of suitability of staff working within the setting, the provider's self-evaluation and improvement plan, staff qualifications and a range of other documentation.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to a representative from the local authority and looked at records of support visits since the last inspection.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Vickie Halliwell



## Full report

### Information about the setting

Kids.Com Private Day Nursery was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the ground floor of a converted school premises in the Springfield area of Wigan and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates in two main playrooms for children under three years of age and over three years of age, and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff, seven of whom hold appropriate early years qualifications at a minimum of level 3, including two qualified at foundation degree level and a member of staff holds a qualification at level 2 in teaching and learning. The nursery opens Monday to Friday all year round, with the exception of a closure at Christmas and on public holidays. Hours of opening are from 8am until 6pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides free, funded early education for two-, three- and four-year-old children. It supports a small number of children with special educational needs and/or disabilities. The nursery also provides care for children aged from five to 11 years and staff take children to, and collect them from local schools.

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

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

- enhance the educational programme by providing greater opportunities for children to develop their understanding of growth and changes over time as they learn about living things and the natural world
- strengthen the educational programme for technology, in order to help children recognise that a range of technology is used in places, such as homes and schools and to help children select and use age-appropriate technology.

## Inspection judgements

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

Children throughout the nursery benefit from a good quality educational programme that effectively promotes their learning in all areas. The quality of teaching is good and some is outstanding. This ensures children learn through a developmentally appropriate balance of both child-initiated play and targeted adult-led experiences. Specific individual learning intentions are clearly identified, as a result, children achieve well and make good progress. Individual rooms are well presented and the pre-school room in particular provides continuous opportunities for children to explore a highly stimulating and imaginative learning environment. Children are excited by new experiences and skilled staff provide

exceptional learning experiences that entice children and build on their natural curiosity. For example, a member of staff sits alone in a witches hat and successfully draws children in to a meaningful, well-planned learning experience. As a result, children become engaged in the activity by choice and begin to think of items that rhyme to add to their 'silly soup' cauldron. Children of all ages are active and inquisitive learners, who enthusiastically explore the continuous provision and embrace new experiences. Sensory play is valued throughout the nursery and provides excellent opportunities for children to experiment with different textures. Children have ongoing opportunities to handle small tools and equipment, for example, when using dough, paint and other raw materials. Staff understand how children learn and effectively support children in developing the fine muscle control in their hands and fingers, in preparation for early writing. As a result, children in pre-school room use writing implements with increasing skill and independently form recognisable letters to label their own art work. Staff have high expectations for all children. They provide a wide range of interesting and challenging experiences and high levels of support. Consequently, all children make good progress given their starting points and are acquiring the skills, attitudes and dispositions they need to be ready for school.

Children's communication and language development is given a high priority. Consequently, speech and language difficulties are quickly identified and tackled early to ensure children get the support they need. Several staff have completed training to help them support children's communication and social interaction. As a result, small group activities and one-to-one support are very well used to develop children's listening skills, and their understanding and speech. This means, children make good progress in their communication and language development, given their starting points. Staff continuously model language and extend children's vocabulary as they play. They give children time to think and ask open questions, which encourage children to think meaningfully and explain their actions. Children are very well supported by staff and individual 'treasure boxes', which contain items from home, provide valuable opportunities for children to share and talk about things that are important to them. Children are routinely encouraged to think critically and seek solutions to problems. As a result, children develop their ability to think through and solve problems. For example, pre-school children consider what they need to build a car and how they can hold the tyres in place. They then consider the best way to move heavy items and find effective solutions. Provision for children to make good progress in mathematics is embedded throughout the nursery. Consequently, children routinely and spontaneously use mathematical language as they play, for example, comparing size and shape as they build.

Children are learning about many aspects of the world around them and have good opportunities to learn about similarities and differences between themselves and others in society. However, opportunities for children to learn about a range of technology in order to help them understand how to use technology for different purposes, is not as well promoted. In addition, opportunities for children to learn about changes in the natural world and how things grow are not as securely embedded within the educational programme as other aspects of learning. Staff routinely complete observations and assess children's progress. Consequently, they have a good knowledge of children's capabilities and plan effectively for their future learning. They indicate on weekly written planning sheets how adult-led activities and interaction will support individual children's needs in relation to their interests. This ensures provision is consistently tailored to the needs of

individuals. Staff keep learning journey records to follow individual interests and monitor their progress using a development tracker. The nursery values parents contribution. All parents share details of their child's capabilities with their child's key-person at admission and are continually encouraged to share details of their child's current interests and achievements. Parents are well-informed about children's progress, including through the progress check for children between the ages of two-and-three years. In addition, staff provide details of activities, which can be used at home to support and complement children's learning. Children with special educational needs and/or disabilities are exceptionally well supported and the nursery works very closely with parents and external agencies, to ensure children receive the support they need.

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

Children's emotional well-being is effectively promoted throughout the nursery. A secure key-person system ensures all children benefit from strong attachments, which provides a strong foundation for their general well-being. The caring and supportive environment helps children feel safe and secure. Settling-in sessions are well used to build relationships with parents who are encouraged to share details of their child's individual care needs and routines. Consequently, staff know individual children well and they settle quickly. Children's progression through the nursery is well managed. Staff discuss children's impending move with parents and provide numerous opportunities for children to visit. The open-plan arrangement for children under three years of age means these children are reassured by the presence of familiar staff as they move up into the next area. Children's personal, social and emotional development is well fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well prepared for school.

Relationships are a key strength and the relatively small team work very closely to ensure continuity of care within the nursery. Staff work effectively within both rooms to meet the individual and group needs of the children in their care. They are positive role models who, led by the management team, cultivate a caring, supportive and respectful culture. Consequently, all children who attend the nursery are valued as individuals. Children of all ages display a strong sense of belonging and confidently explore a well-presented and accessible learning environment. Children are well supported by staff who help them achieve personal independence. Consequently, children under two years of age feed themselves with increasing skill at mealtimes. Older children are able to pour their own drinks, toilet themselves and put on their own coats before playing outside. Effective behaviour management strategies are consistently implemented. Consequently, all children are learning the importance of socially acceptable behaviour.

Children's physical health and well-being is very well promoted by staff, who encourage children to be physically active both indoors and outdoors. The small, outdoor learning environment provides some excellent opportunities for children to be physically active, as they move and lift planks and crates to build their own structures. Meaningful explanations help raise children's awareness of how they can keep themselves safe, for example, when moving equipment or balancing on structures they have created. Children are developing a good understanding of the importance of a healthy lifestyle. A good range of healthy

snacks and well-balanced and nutritious meals are provided, which encourage children to make healthy choices. Fresh drinking water is continually available and older children are encouraged to consider and recognise their own needs, for example, helping themselves to water when thirsty.

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

Effective systems are established and continuously reviewed to ensure both the safeguarding and welfare and the learning and development requirements are well known and effectively met. Following the last inspection, a monitoring visit was conducted by Ofsted. This was to ensure the nursery had taken appropriate steps to improve systems to monitor the quality of the provision and to ensure that at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present and on any outings with children, and that arrangements are in place for a suitably qualified, capable member of staff to take charge in the absence of both the manager and deputy manager. At the visit, the inspector found prompt and effective action had been taken. The improvements made since the last inspection have been sustained. As a result, clear systems are in place to monitor the quality of the provision and address identified weaknesses in a timely fashion. Rigorous systems to monitor the number of staff who hold a current first-aid certificate both on the premises and on outings are securely embedded. This ensures a suitably qualified paediatric first aider is able to respond to emergencies quickly. In addition, a suitably qualified, capable member of staff has been appointed to take charge in the absence of both the manager and deputy manager. Details of the staff and management team and their roles and responsibilities are clearly displayed and updated daily for parents and visitors information.

Arrangements for safeguarding children within the provision and through work with external agencies are excellent. Induction procedures, clear policies and regular training ensures all staff have a secure knowledge and understanding of safeguarding issues. Consequently, staff are well-informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. Rigorous vetting and recruitment procedures ensure staff are suitable to work with young children. Regular checks, close supervision and robust questioning helps ensure staff's continued suitability to work with young children. Staff are fully aware of the importance of raising any concerns about staff practice and have good opportunities to do so. Risk assessments are completed and appropriate action is taken to minimise identified hazards. This helps ensure children's safety within the nursery. Good leadership, effective systems to monitor and manage staff performance and a programme of professional development helps the nursery to continually improve. Regular supervision sessions and the introduction of peer observations provides opportunities for coaching. This contributes to annual appraisals, which also identifies staff's future training needs. Staff access regular training or development opportunities, which further improve their knowledge, understanding and practice. The deputy manager is a highly skilled practitioner who works directly with the children and leads by positive example. The manager, deputy and the staff team work together harmoniously and effectively meet the group and individual needs of the children. The small and close working relationship means that staff are continuously monitored.

This helps ensure consistency in their practice and children's care.

The manager rigorously monitors the quality of the educational programme, the implementation of planned learning and the impact it has on children's progress. This ensures any gaps in the educational programme are identified and addressed. Such robust monitoring also ensures that any children falling behind or at risk of falling behind their peers or their expected achievements are quickly identified. Self-evaluation is effectively used to identify priorities for improvement that are used to set challenging targets, particularly in relation to improving the quality of the educational programme. The nursery is also keen to develop links with health visitors to further improve local arrangements for the progress check for children between the ages of two-and-three years. Partnerships with parents, external agencies and where appropriate, other providers, make a strong contribution to how effectively the nursery meets children's individual needs. Partnership working with relevant professionals is very strong and ensures any child falling below their expected level of achievement is fully supported. Mutually respectful relationships are evident between parents and staff. Parents spoken to during the inspection are very happy with the care their children receive. They confirm they work closely with their child's key-person and several comment specifically on how well-informed they are about what their child is learning and how they can further support learning at home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>



## 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>	322992
<b>Local authority</b>	Wigan
<b>Inspection number</b>	985135
<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>	34
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Kids.Com Limited
<b>Date of previous inspection</b>	23/04/2014
<b>Telephone number</b>	01942 703 002

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

