

# Kiddies Corner Day Nursery

Storking Lane, Wilberfoss, York, York, YO41 5ND

<b>Inspection date</b>	31/10/2014
Previous inspection date	09/09/2010

<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		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's individual needs are very well understood. The key-person system is successful in helping children form effective emotional attachments. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Staff provide a safe, secure environment for children and have a good knowledge of safeguarding procedures. Consequently, children are effectively protected, secure and settled.
- Staff provide a wide selection of resources and activities around the rooms so that children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners.
- The management monitor the nursery well. They have a good understanding of their strengths and areas they are targeting for further development.

### It is not yet outstanding because

- Staff do not routinely gather information from parents about children's learning at home. As a result, staff's assessments to support children's interests and learning are not based on the most comprehensive picture of the child's interests and abilities.
- Children's independence is not as well promoted during meal times as it is at other times during the day.

## 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 viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector undertook a joint observation of a teaching activity with a deputy manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in nursery rooms.
- The inspector carried out an interview with the manager and a deputy manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Kerry Holder

## Full report

### Information about the setting

Kiddies Corner Day Nursery opened in February 2010 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from purpose-built premises in Wilberfoss, York. The nursery serves the immediate locality and also the surrounding areas. Children are cared for across four rooms and have access to an enclosed outdoor play area. The nursery employs 18 members of childcare staff, of these, 14 hold appropriate early years qualifications at level 3. The nursery opens five days a week from 7.30am until 6.15pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 106 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and receives support from the local authority.

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

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

- improve the partnership with parents to enhance the ongoing exchange of information relating to children's learning at home
- increase children's independence at meal times by, for example, allowing them to serve their own food and drinks and to clear away their plates afterwards.

### Inspection judgements

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

Children are warmly welcomed into this bright and very friendly nursery, where their individual learning and development needs are well met. The quality of teaching is good as staff effectively promote the children's learning and development. They follow the children's individual needs and interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. For example, toddlers explore the concepts of colour and use the language of size when staff encourage them to search for toy tractors. They use words, such as 'big' and 'little', and enjoy finding the yellow tractor. All children make good progress overall from their starting points. Staff make good use of advice from external agencies and services, such as speech and language therapists to support children effectively. They feed information received into their planning. This means that children with special educational needs and/or disabilities are well supported to make progress, based on their individual starting points. Staff complete regular observations and assessments of children's progress to recognise their achievements and identify their next steps in learning. Systems are in place for tracking the children's overall progress, which

ensures that gaps in their learning are identified and addressed quickly. The nursery has implemented the progress for children between the ages of two and three years and shares this information with parents. Therefore, parents feel informed about the children's learning and development and feel that their views are valued by staff. Parents are invited to contribute to the assessment of their children's starting points by providing relevant information when children first start. However, parents are not consistently encouraged to contribute observations of their children's learning at home. This means that planning for children's learning is not always sharply focussed, as the staff are not consistently obtaining an all-round view of their interests and achievements.

Children show good levels of independence and are comfortable within their surroundings as they are cared for in rooms that are equipped in an age-appropriate manner. The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. Consequently, children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. The learning environment provides every opportunity to heighten children's experiences and learning. It is rich in pictures, which provide excellent opportunities for conversation and discussion. Children learn about the written word as there is an extensive range of text throughout the setting. Children's communication and language development is supported effectively as staff engage in constant discussion, introduce new vocabulary and model language during their activities. In addition, staff sing songs to the younger children as they play. Staff make good use of open-ended questioning to encourage children to be active learners, who think critically. Children's physical development is promoted well through daily activities in the garden to ensure they are active. For example, children enjoy playing in the sand pit and water tray. Children have access to everyday technology as they confidently use the interactive table, which develops their coordination and concentration skills. Children's knowledge of and ability to understand the world is promoted as staff ensure children learn to care for and show concern for living things. For example, children look after the nursery pets, which include fish, rabbits and guinea pigs. Overall, children are effectively developing the skills required for the next stage in their learning at school.

Children with special educational needs and/or disabilities are supported well to ensure their individual needs are met. Staff liaise with parents and other professionals involved with children, such as speech and language therapists. They complete individual education plans and support the process of future assessment. Staff have developed good relationships with local primary schools, which ensure they work in partnership and share relevant information to support children in preparing for the move to school.

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

Children's own work and photographs are displayed around the nursery, to ensure they have a sense of belonging and feel self-assured. The well-established key-person system enables children to form strong, close emotional attachments, which makes children feel very safe and secure. Parents are invited to stay at first to ensure children feel settled. They provide key information to staff to ensure that children's individual requirements are

known and understood, such as, food allergies, routines and additional needs. As a result, all children settle readily, and are happy and content. In addition, staff work closely with other providers, such as school, to ensure they provide the support children need as they embrace their future learning.

Children are provided with a wide variety of nutritious snacks and meals, which are carefully planned to ensure they benefit from a healthy, balanced diet. Staff use lunchtime positively to help children understand about nutrition and how to make healthy choices by encouraging the children to try a variety of foods. They sit together in groups and talk with their peers, which teaches children how to behave in social situations. Children are generally developing good independence and self-care skills. They use the toilet and wash their hands with confidence and others confidently ask for help if needed. However, opportunities for children to further their independence at mealtimes are missed. For example, children are not encouraged to make choices, serve themselves or help to clear their plates at the end of their meal. Independent access to the outdoor environment is offered throughout the play sessions and children use this well. There are opportunities to fill and empty containers in sand and water, throw balls to one another, ride tricycles and climb on the apparatus. This shows children's increasing confidence with making decisions about their own play and learning.

Staff effectively manage the children's behaviour, according to their age and stage of development. They act as good role models as they use a calm and consistent approach to reinforce appropriate behaviour. As a result, children's behaviour is very good. Staff ensure that the environment and resources are safe. They complete daily checks and immediate action is taken to minimise any identified hazards. Children learn how to recognise dangers and manage risks because they are well supported by staff. Staff are enthusiastic and constantly give the children lots of praise for what they have achieved. Consequently, children are actively encouraged to develop good personal, social and emotional skills.

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

The management team and staff take all necessary steps to keep children safe and well. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. Staff supervise children well and consequently, children are suitably protected. Accidents are appropriately recorded and monitored, helping to ensure that safe practice is consistently maintained. Recruitment procedures are rigorous and follow the guidance on safer recruitment. New members of staff are mentored as part of an induction process, to support and swiftly develop their practice in the nursery. Risk assessments are carried out to identify any risks and ensure the environment, resources and equipment are safe by minimising these.

The nursery has a clear drive for continuous improvement. It is managed well with the full support of a dedicated staff team, who work closely together. This has a very positive impact on the overall effectiveness of the setting. Staff have regular supervisions and this gives opportunities for the management team to quickly address any concerns and to

provide appropriate support. For example, the nursery has successfully addressed the recommendation that was raised at the last inspection. Staff now recognise that every child's learning journey is unique to them and they successfully identify the next steps in each child's learning and development. This enables them to plan more effectively for each child and to ensure that the activities and environment provide them with challenge. Consequently, staff have improved the outcomes for children. Staff recognise the importance of self-evaluation and self-reflection. They know what their strengths and priorities for development are and what the nursery needs to do in order to improve. The staff work closely in partnership with parents and actively seeks their views to help influence decisions.

There is a good relationship with parents, which contributes to children's well-being and sense of belonging. Parents spoken to during the inspection are happy with the care their children receive. Comments include 'my child is very happy' and 'staff are friendly'. Staff's relationships with other professionals, settings and agencies involved in children's learning and care are also good. They share good information with local schools to promote continuity in children's learning. In addition, they fully understand the importance of working in partnership with external agencies to ensure they tailor any plans to meet the needs of children with special educational needs and/or disabilities. This contributes to narrowing any gaps in children's learning, given their starting points.

### **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>	EY402334
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	850429
<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>	47
<b>Number of children on roll</b>	106
<b>Name of provider</b>	Catherine Siobhan Hyde
<b>Date of previous inspection</b>	09/09/2010
<b>Telephone number</b>	01759 388575

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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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