

Kids 4 Us Nursery

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

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|--------------------------|------------|
| Inspection date | 11/11/2014 |
| Previous inspection date | 05/06/2014 |

| 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

- Staff provide a broad range of motivating experiences, both indoors and outdoors, to help children make good progress from their starting points and to be ready for their next stage of learning.
- Staff give good priority to keeping children safe and all managers and staff benefit from up-to-date child protection training to ensure safeguarding strategies are effective.
- Good collaborative working with the local schools, nurseries, other professionals, parents and carers results in good support and continuity of children's care and education.
- A well-established staff team are supported well by managers to raise their skills and knowledge and there are effective action plans in place to support improvement.

It is not yet outstanding because

- Staff do not always fully use all the available activities to increase choice further and maximise children's learning, particularly in the baby room.
- During child-initiated activities, staff do not always place the same high level of focus on supporting learning and increasing the children's vocabulary, to further enhance their communication skills.

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 in the playrooms and the outdoor play areas.
- The inspector held a meeting with the registered individual, manager and deputy, and carried out a joint observation with the deputy.
- The inspector looked at children's assessment records, planning documentation, action plans, the provider's self-evaluation form, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and parent satisfaction surveys.

Inspector

Parm Sansoyer

Full report

Information about the setting

Kids 4 Us Nursery was registered in 1995 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 in Telford. It is managed by a private partnership. The nursery includes a breakfast and after school club service, which serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 11 members of 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 is unqualified. Both are working towards a qualification at level 3. 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. There are currently 64 children on roll, 42 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery 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:

- make an even broader range of activities more freely available in the baby room to increase choice and capture children's curiosity
- support staff to more fully exploit all activities provided during child-initiated play time and place an even stronger focus on increasing children's vocabulary to help further maximise learning.

Inspection judgements

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

Teaching is good. Staff place a clear focus on getting to know children through working closely with parents and carers to establish their interests, likes and starting points in learning. This coupled with regular observations of children's play and learning results in staff providing interesting and challenging experiences for children. Consequently, children are prepared well for their next steps in learning when they move room and in preparation for school. Staff carry out regular developmental reviews on children's progress, including the progress check for children between the ages of two and three. This results in early identification of need for those children who require additional support. Therefore, children who have special educational needs and/or disabilities are supported well and progress well towards the early learning goals, given their starting points.

Staff caring for children in the pre-school and toddler room place a good emphasis on children actively learning through increased adult-led activities. Consequently, children's learning is challenged and they make good progress. Adult-led activities have a clear learning intention and staff place a good emphasis on increasing children's vocabulary, concepts and ideas. For example, in pre-school children are encouraged to listen to descriptive words to help them choose the correct animal. In the toddler room staff introduce new words, such as, 'marching', 'soldiers' and 'salute', as children look at photos of the armed forces. This structured learning is complemented by staff offering opportunities for child-initiated play, where children freely choose from a varied range of activities. However, on these occasions staff do not always support children to make full use of the activities available to them to extend their learning even further. In addition, during this time they do not always place as strong a focus on increasing children's vocabulary, to help further build on their language skills. Staff use group discussions and story sessions well to engage children in discussion and extend learning. For example, staff in the baby room spend time looking at books with children and capture their interest well through making sounds, singing and changing the tone of their voice. Staff provide good opportunities to promote children's physical development. Children in the baby room benefit from a separate outdoor area and use the main areas. The outdoor environment offers a rich range of experiences for children to freely explore and discover, and be active. For example, children are supported well to use the physical play resources to extend and test their physical skills. The outdoor area is used well to promote children's understanding of the natural world. Staff provide good opportunities for children to plant and care for flowers, fruits and vegetables. Children show a real interest in the bug hotel they have helped create and are curious to find out what insects are nestled amongst the bricks. Others use magnifying glasses to look closely at the bark on the tree. Staff place a strong focus on the changing seasons to encourage children to look for changes. For example, children benefit from using the school woods weekly and are encouraged to listen for sounds and look for wildlife.

Staff provide good opportunities for early literacy indoors and outdoors, to engage both boys and girls. Children have a varied range of opportunities to use items, such as, crayons, chalk and paintbrushes and the popular mounted chalkboards. The indoor environment is rich in print and children learn print carries meaning. For example, children self-register on arrival and help complete the days of the week and month. Staff skilfully introduce letters and sounds through fun activities encouraging children to consider the initial sounds of words and encourage listening games. Staff use the daily routine, computer, electronic tablets and games to introduce children to early mathematical concepts, such as, problem solving, size, colour, shape and to count. Children use measuring tapes, rulers and balancing scales in their play to explore concepts, such as weight and measures. Children have good opportunities to express their imagination and creativity as they use paint, explore colour, design and texture, and play in the mud kitchen. Many of the arts and craft experiences are often linked to the topics being covered, such as special events and religious festivals. For example, children cut, decorate and assemble their poppy for Remembrance Day and have made clay divas for Diwali. Staff in the baby room provide daily opportunities for children to use their senses to explore. For example, they provide shaving foam, lentils and treasure baskets with everyday objects and natural materials. However, on occasions staff do not change what

is provided regularly enough or fully exploit the use of these activities by making them readily available, to increase choice and exploration even further.

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

Supporting children's emotional well-being and meeting their individual care and health needs are the key strengths of the nursery. This is due to the positive relationships fostered with parents and carers and the effective assigned key-person system in place. For example, detailed information is collated when children first start, which includes information about children's health needs, to ensure staff are able to meet any specific need. An effective risk assessment is carried out to ensure any risks in the environment are minimised. In addition, individual risk assessments are carried out for children with additional health needs to help secure their welfare.

Staff know children well because of the ongoing sharing of information and the detailed information provided when children transfer to another room. Consequently, individual needs are met well and children settle easily in their new room. Links with the other schools and nurseries that children attend and/or transfer to are strong. For example, teachers regularly visit, children attend events at the school and children's records are shared to help support their continuity of care and education.

All staff, including those caring for babies foster positive relationships with children. This results in children who are happy and confidently explore their surroundings. Staff are consistent and positive in their approach to managing children's behaviour and they respond well to gentle reminders. Expectations and rules of behaviour are displayed and discussed with children when the need arises. Staff use good strategies, such as a sand timer to help children understand that activities and outdoor play is ending. Children learn to take additional responsibility, as they become the nominated helper for the day. Staff support children well to learn about the importance of developing a healthy lifestyle and keeping safe. For example, they learn about healthy foods and about the danger of fireworks, fire and the road, and how to keep safe when using the school woods. Children benefit from healthy and nutritious meals provided by the on-site school. Children have good opportunities to be outdoors in the fresh air and benefit from structured physical education sessions weekly. The resources are of good quality and capture children's interests, and meet planned goals in learning.

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

Since the last inspection, significant progress has been made and the action set in the notice to improve in relation to improving safeguarding arrangements has been tackled well. Managers, including the designated lead, who has responsibility for safeguarding, have been on training to ensure they are fully aware of their roles and responsibilities. Staff and managers are now fully aware of the safeguarding policy and procedures to follow and the action to be taken in the event of an allegation made against a member of

staff. Staff have a good understanding of the safeguarding policy and procedures and are able to identify the signs and symptoms of abuse to help secure children's welfare. In addition, staff have a good understanding of the whistle blowing policy in place and report they are confident in reporting such concerns, if the need arises. There are effective recruitment, vetting and induction procedures in place to help secure children's safety. All the required records, policies and procedures are in place and up to date to help secure children's safety and well-being.

Staff benefit from regular supervision and are supported well to attend training to update their skills and knowledge. Regular staff and senior leadership meetings result in strong direction for staff and a clear action plan to improve identified areas for development. Room leaders work well to support staff and monitor practice and the educational programmes. Therefore, teaching is good and children benefit from a broad range of experiences, which help them make good progress.

Parents and carers spoken to on the day of the inspection report very high levels of satisfaction. They are particularly impressed with how happy their children are and the progress they make in readiness for school. The display boards are informative and provide parents and carers with useful information about the policies, routines, meals and activities on offer. They are kept up to date about their children's learning and achievements as their developmental records and summary reports are shared with them every term. Parents and carers are warmly welcomed and many of them attend nursery events, such as the harvest festival event at the local church. Staff recognise the importance of working with other professionals involved with children to support their care, education and welfare.

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. 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

| | |
|------------------------------------|---|
| Unique reference number | 208212 |
| Local authority | Telford & Wrekin |
| Inspection number | 993530 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 52 |
| Number of children on roll | 64 |
| Name of provider | Valerie Price and Nicola Maczka Partnership |
| Date of previous inspection | 05/06/2014 |
| Telephone number | 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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