

# Koala - Kidz

Old Buttery Nursery, 16 High Street, Willingham, Cambridge, Cambridgeshire, CB24 5ES

<b>Inspection date</b>	27/11/2014
Previous inspection date	28/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Practitioners work in close partnership with parents through a well-established key-person system. Therefore, all children's care needs are met.
- Children are kept safe. Practitioners have a good understanding of how to safeguard children. Robust recruitment procedures are in place to ensure all practitioners working with children are suitable to do so.
- Children are happy and make good progress in their learning, by participating in a wide range of self-selected and adult-led activities.
- Managers provide effective supervision, mentoring and professional development systems to enhance practitioners' already good understanding of how children learn.

### It is not yet outstanding because

- Some practitioners do not always use a wide range of teaching strategies to give every opportunity for children to problem solve and predict outcomes as they experiment. Therefore, on a few occasions, their learning is not fully maximised.
- There is not always an acute awareness by all practitioners of children's level of engagement during child-initiated play. Consequently, some children are not always actively occupied to maximise their learning opportunities.

## 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 nursery and talked with the owner, managers, practitioners and children.  
The inspector looked at children's assessment records, planning information,
- evidence of suitability of practitioners to work with children and a range of other documentation. This included safeguarding procedures, self-evaluation documents and supervision records.
- The inspector viewed all areas of the buildings and outside area used by children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.

## Inspector

Katrina Rodden

## Full report

### Information about the setting

Koala-Kidz at the Old Buttery Nursery is one of two nurseries owned by Koala Kidz Ltd. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is located in Willingham, Cambridgeshire. It first opened in 1990 and was purchased by the current owners in 2003. The nursery operates from a two-storey building and adjacent converted out buildings. Children are use the ground floor and have access to outdoor play areas. There are currently 24 children in the early years age group on roll. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery opens five days a week, all year round, with the exception of bank holidays from 7.30am to 6pm. Children attend for a variety of sessions. There are six practitioners who work with the children, five of whom have appropriate early years qualifications at level 2, 3 or 4. The nursery is a member of the National Day Nurseries Association.

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

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

- build on the already good teaching methods used to allow children further opportunities to predict outcomes in their experiments and self-selected activities to maximise their learning
- review staff deployment strategies within the barn specifically during child-initiated play, in order to continue to enhance children's learning through meaningful play and activities, to promote excellent progress in all areas of development.

## Inspection judgements

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

Children are happy and motivated as they play and learn in the nursery. By using separate group rooms, practitioners can vary children's activities to focus on different areas of learning or complexity depending on their age and developmental stage. Therefore, practitioners provide suitable activities to move children to the next step in their development. For example, babies and toddlers enjoy exploring natural objects, such as stones and vegetables, placed on the floor in wicker baskets. They feel, smell and tap the objects together as they study them. Older children enjoy a dedicated construction room, filled with an assortment of size, weight, shape and material blocks, bricks and soft-play shapes. These help children develop physical, and moving and handling skills as they learn to play co-operatively with their peers. Although children remain occupied for the vast majority of the time, there are occasionally short periods of time where a few children become disengaged from meaningful play and activity. During these times, practitioners

do not always react to signs that children may need a little guidance to stimulate their learning during child-initiated play, but when they do, children quickly become constructively occupied again. Consequently, there are times when children's learning is not fully extended to support them to make excellent and rapid progress. All practitioners accurately observe children's progress and effectively use information gathered to plan activities that are based on children's interests and emerging skills and knowledge. Practitioners carefully plan adult-led activities and choose resources based on children's next steps. Consequently, children make good progress in their learning. They are offered a choice as to where they play, both inside or out in the large garden. Small shaped doors have been incorporated in the wall of a wooden extension to stimulate children's imagination as they climb in and out of the building. Practitioners effectively support children with special educational needs and/or disabilities. They target different areas of learning through an individual learning plan and offer one-to-one support to children to engage and guide them as they play and learn. Children who speak English as an additional language also make good progress. Practitioners learn words and phrases in children's home language and use visual clues to support children with their emerging English. As children move around activities, practitioners use a variety of teaching methods to promote their learning. On occasions, however, practitioners are a little over eager to support children. They do not always give them sufficient time to solve problems themselves, to formulate answers, or to predict outcomes before practitioners show, explain or answer for them. Consequently, children's learning is not always fully extended through independent investigation and experimentation.

Practitioners encourage children to join in structured activities to help prepare them for school. They teach children to use listening and mathematical skills while they thread coloured reels onto laces. Children recognise letters in their name as they find their name set out on the table for lunch. They develop an interest in literacy as practitioners read large picture books, while the children use corresponding soft toys to act out the story at the same time. In the garden, children decide they want to act out another familiar story. One child wears a hat with a bear's face on it while practitioners and children stride around as they search for the bear. They squeal with delight when the bear is found. Practitioners support children to write their names and cut with scissors. Therefore, children make good progress and are well-prepared for their subsequent move to school.

Parents share information from home about their children's interests and development. Practitioners use this, in conjunction with information gathered from initial observations of children, to ascertain starting points. This helps practitioners identify any areas of development that need additional support to ensure good progress continues in all areas of learning. Practitioners quickly establish good relationships with parents. They share ideas to continue to support learning at home, so that children always make good progress. Each child has a file that contains their individual learning journal. These are regularly shared with parents, so that they can see the progress their children have made.

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

Children quickly settle at nursery and make friends. Practitioners gently remind children of the rules; to be kind to each other, to share and to tidy up. They teach children to use a

sand timer, to help them know when it is time to pass a toy to another child to encourage sharing. Practitioners are good role models and are consistent in their approach to promoting positive behaviour. Through this, children are motivated to behave very well within the nursery. By maintaining clear boundaries that children understand, practitioners foster an environment in which they feel emotionally secure. In turn, children rapidly become active learners and make good progress in all areas of development.

Practitioners gather information about new children's learning and care needs. When children first start in the nursery, their key person visits them and their parents at home to help initiate a good relationship. There is an effective key-person system, enabling children to quickly build up a trusting relationship with practitioners. Babies and toddlers regularly visit the area of the nursery used by the older children, so that they are familiar with the environment and the practitioners working there. The assigned key person is responsible for communicating with parents and ensuring all observational information is recorded and maintained. The key person works closely with parents to ensure that aspects of care, such as sleep times, toilet training and weaning, occur in a consistent way both at home and in the nursery. For example, children beginning to independently use the toilet put a tick on their chart when they have used the toilet. At the end of the day, they proudly show the chart to their parents and they continue to complete it at home during the evening. Babies and toddlers have daily communication books to record key routines, and daily conversations with parents and carers are used to share significant information and achievements. During the term prior to starting school, early years teachers from local schools visit the nursery and children have the opportunity to visit their new setting with their parents or practitioners. They use circle time to talk about school and answer children's questions. Consequently, children are emotionally prepared for school to help make the move as smooth as possible.

Practitioners encourage children to adopt healthy lifestyle choices. Children independently wash their hands before eating and after toileting. Practitioners tell them why it is important to wash their hands using developmentally appropriate language. Physical activity is promoted to keep children fit. Outside, children climb on a sailing boat situated in the centre of a large sand pit. They run, scoot and ride on wheeled toys to support their physical development. Children are encouraged to take age and developmentally appropriate risk while they play and explore. For example, while running in an adjoining paddock, children are taught to negotiate stinging nettles safely and are made aware that fallen leaves can be slippery. Children enjoy snacks and meals prepared with fresh ingredients at the nursery. Practitioners encourage children to set the tables with the correct numbers of plates, cups and suitable cutlery and sit with children while they eat. They talk about the benefits of a balanced diet, and encourage children to try new foods and textures. When they have finished their meal, practitioners encourage children to wash their plates in a bowl of soapy water. Through this, children develop a sense of responsibility, muscle control and enhance their speaking and listening skills as they communicate with others.

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

Following their last inspection, Ofsted issued a number of actions and recommendations for managers to follow. Over the past twelve months, the owner and managers have made considerable improvements to address the actions and recommendations. All practitioners and managers have undertaken additional training to enhance their already good understanding of how children learn, and their observational skills and practice. Managers have implemented new procedures for practitioners to follow, to ensure that observations are regularly carried out and that children's next steps are clearly identified. Team meetings have been increased from monthly to weekly. This ensures that practitioners accurately plan activities that reflect children's current learning needs that they have identified through their next steps. Consequently, all children make good progress across all areas of learning. Managers have established a robust supervision procedure, so that each practitioner has the opportunity to reflect on children's individual progress. Together, managers and practitioners identify any additional training they require to further support children in specific areas. Peer mentoring has been introduced to help practitioners reflect on their practice and teaching skills. They discuss strengths and any weaknesses in their delivery in a constructive manner. The owner has facilitated an exchange of practitioners between this nursery and his second setting in a neighbouring village. This enables practitioners to observe best practice in another setting and to increase their realm of experience with different peers. Managers and practitioners have also visited other settings in the area to observe practice and gain ideas for new activities and resources to share with children. Through this, practitioners have enhanced their skills to confidently add more challenge to children's learning through methods, such as the open questions they ask. Consequently, children are better supported and make good progress. Managers have enhanced their methods of self-evaluation. Questionnaires are regularly given to parents, and a suggestion box is also used to gain feedback and give ideas for further improvement. Managers have worked closely with local authority advisors and have created action plans to focus changes and enhancements throughout the nursery. They review the action plans on a regular basis, and evaluate the impact of any change or development in relation to children's progress and well-being. The owner has employed a new cook to prepare children's meals and snacks. Consequently, children do not have to wait for extended periods before they eat. Practitioners enhance children's experiences by encouraging them to set the tables and to support younger children in washing their hands, while the cook brings the food into the room. Practitioners sit and interact well with children as they enjoy their food.

Managers and practitioners have a good knowledge and understanding of how to keep children safe. They follow robust procedures and refresh their knowledge by regularly attending further training. Managers confidently use appropriate methods to recruit practitioners and ensure they are suitably qualified for the role they have been employed to undertake. They also ensure all practitioners are suitable to work with children and that they undertake a comprehensive induction period. Practitioners spoken to on the day could describe how they safeguard children. Therefore, practitioners have a clear knowledge and understanding of how to report concerns and how to follow aspects of the nursery's safeguarding policy. Managers and practitioners are fully aware of the importance of keeping the buildings and garden secure, and hazards are minimised through comprehensive risk assessments and daily checks. Children are taught how to stay safe from harm by discussing who they can talk to if they are worried or concerned. Therefore, children learn and play in a safe environment.

Managers ensure that all children's records are up to date and that tracking methods of their progress is accurate and easily accessible. Practitioners complete the required progress check between the ages of two and three in a timely manner, with parental input. Partnerships with parents, other settings and external agencies are strong. Managers help parents to complete applications for additional support for their children in preparation for school. They seek advice from other agencies and professionals when a gap in development is identified, to ensure children do not fall significantly behind in their progress. Consequently, children are supported to move to the next stage in their development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY261311
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	957930
<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>	50
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Koala-Kidz Ltd
<b>Date of previous inspection</b>	28/11/2013
<b>Telephone number</b>	01954 260046

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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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