

Kiddies Korner Nursery

Kiddies Korner, Quarry Village Hall, 67 Quarry Road, Headington, OXFORD, OX3 8NX

Inspection date	09/12/2014
Previous inspection date	05/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a wide suitable range of interesting, appropriate activities that children enjoy which engage children.
- Staff have strong relationships with parents and effective systems for sharing information on children's learning and development.
- Staff have a good understanding of safeguarding procedures and follow them to protect children and keep them safe.

It is not yet good because

- Staff do not always fully challenge and extend children's learning, by encouraging them to solve problems and develop their thinking, language and literacy skills.
- Some adult-led activities do not effectively support children's learning because they do not take into account children's different styles of learning and their development.
- Systems for monitoring staff practice are not always effective in identifying areas for improvement.

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 spoke to staff and children in both the indoor and outdoor environments.
- The inspector looked at documentation including children's development records and records of staff suitability checks.
- The inspector took account of the views of parents who were spoken to on during the day of the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Johanne Chandler

Full report

Information about the setting

Kiddies Korner Nursery was established in 1974. It is privately owned and registered under its present owner in 2007. It operates from the village hall in Headington Quarry, on the outskirts of Oxford. It serves the local community and surrounding area. The nursery has the use of all areas of the hall, including fully enclosed garden areas for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children on roll in the early year's age group. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery operates on weekdays from 7.30am until 4pm, for 44 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 9 staff, all of whom hold a recognised early years qualification, including the manager who has attained Early Years Professional Status.

What the setting needs to do to improve further

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

- improve the quality of interactions so that children are consistently challenged and extended in their learning, including using questions to develop problem solving and thinking skills
- develop the planning of adult-led activities to ensure that they are based on an accurate assessment of children's development and learning styles so that children can be fully engaged in their learning.

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

- further develop the systems for monitoring and supporting practitioners with improvements, to ensure that the quality of teaching is consistently good
- extend the range of opportunities provided to help children with their developing literacy skills, for example, enhancing their awareness of how to link letters to their sounds.

Inspection judgements

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

Staff make effective use of the settling-in procedures to develop secure relationships with parents and children. The key person gathers relevant information from the parents to learn about the children's interests, and starting points in learning. They use this information to tailor some aspects of the educational programme and learning activities to meet children's individual needs. Staff spend time with their key children because they are aware that children learn best when they feel safe and secure with adults they know really well. As a result, children settle well, feel secure and are confident to explore the activities on offer. Stimulating displays and activities planned around children's interests engage and motivate children as they play. As a result, children generally make steady progress in their learning because staff know them well. Staff record observations of children's learning and use the information gathered to plan next steps in for learning. Summaries of progress, including the progress check for two-year-old children, are completed and staff share them with parents and carers. Consequently, parents are kept well informed about their children's progress and are involved in their children's learning.

Overall, the quality of teaching is variable. Staff show interest as they join in with children's play. They support language and communication development through conversations and emphasising key words. For example, as children push trains over and under a bridge, staff describe what they are doing and emphasising the words 'over' and 'under'. Staff use spontaneous events to promote learning. For example, the water tray had frozen over overnight, so staff talked to the children about ice and encouraged them to explore it by breaking pieces off and looking through the ice saying, 'I can see through it!' However, staff did not encourage children to problem solve and think about how the ice got there or what might happen to the ice if it was taken indoors.

A wide range of stimulating activities and resources are on offer for the children, both indoors and outdoors. Children use their imagination as they make dough lollies and cakes and talk about what they are putting in their sandwiches. Outside, imaginative play is encouraged as children join in with a game of traffic lights as they ride their bikes and cars. In the music area, children and staff enjoy singing nursery rhymes from books as they play percussion instruments. Children are encouraged to count and to recognise numerals as they park their bikes in the numbered parking bays and count the number of children at the lunch table. Staff encourage children to think about how to share one piece of bread between a group of children. Staff share books with children in a cosy book corner, which fosters their interest in books. Children are encouraged to write their names on their drawings. They develop their control of tools as they use crayons, pencils and paintbrushes to experiment with marks on paper.

Planning for small group activities is not effective. Staff do not take into account the individual needs of all the children taking part. At times, the activities are mundane and the interactions are not exciting enough. As a result, children lose interest and learning is minimal. For example, staff asked children to look at flashcards and recognise letter sounds. Although children can link letter sounds with the printed form, this is by rote learning rather than having a full understanding of how letters and sounds work together. This is because some staff do not have the knowledge and understanding to promote this aspect of learning effectively. early phonics to be able to provide appropriate learning experiences. Overall, children are making steady progress and developing the skills they

will need ready for school.

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

Children demonstrate that they feel confident and safe. They are able to quickly settle when they start attending because the key- person works closely with their parents to decide on an individual plan to help them settle successfully. Children enjoy the positive interaction from staff during their play and they often seek out activities that their key-person is supervising. Therefore, children are g confident and self-assured.

The staff create an inviting, child-friendly environment where children can easily help themselves to toys and equipment, and become increasingly independent in their play. The nursery environment is stimulating and well resourced. The resources offer the potential to cover allthe areas of learning well. There are plenty to help, encourageing sensory exploration for example, through use of various mediums, such as paint, dough, water and sand. Furniture and screens divide the room into learning areas. This helps children to concentrate well and feel secure.

Staff teach children effectively about healthy lifestyles. Children exercise daily in fresh air. Staff offer healthy snacks and children decide for themselves when they are hungry. A cook prepares and cooks homemade, nutritious and well-balanced lunches on the premises. She takes into consideration children's individual dietary requirements. Staff join the children for both snack and lunch, which provides good opportunities for conversation and the development of social skills. They encourage and support children to use their cutlery. Staff remind children about keeping healthy by covering their mouths with their hands when they cough.

Staff are good role models. They use appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Staff gently, and calmly talk to children about sharing and being kind. They remind children to say 'sorry' when they accidently bump children with a book. This approach helps children to make friends and play cooperatively. Consequently, children's behaviour is good.

The manager and staff ensure that children play and learn in safe and secure surroundings. For example, staff are diligent in checking the identityID of visitors and ensuring that when parents are collecting children's belongings, a member of staff supervises the toilet area.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements, including the policies and procedures to follow in relation to child protection. Safeguarding procedures are robust which help to keep children safe and away from harm. The manager has attended safer recruiting training and has an awareness of

safe recruitment procedures. She checks all staff through the Disclosure and Barring Service and obtains references to check staff are suitable to work with children. An effective induction procedure is in place, which supports new staff in becoming familiar with their roles and responsibilities.

The manager has sufficient understanding of her role and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Overall, the educational programme covers all the areas of learning and helps all children to make progress. However, some adult-led activities are not always motivating and appropriate to children's stage of development. The manager monitors children's progress through discussion with staff and looking at children's development records. This enables her to identify gaps in provision and children at risk of delay.

The manager monitors and supports staff through daily conversations and formal observations of practice. Regular supervision supports staff to reflect and improve on practice. The staff access good levels of training to drive improvement in the quality of provision. However, the systems do not fully identify weaknesses to ensure that the quality of teaching is consistently good.

The manager and staff have worked well together to evaluate the provision. They have identified and addressed many areas for development including the environment and snack times. This means children have benefitted from choosing when to have their snack and being able to self-select choose from a wide range of stimulating resources indoors and outdoors. The staff receive support from their local authority.

Partnerships with parents are strong and highly effective. Parents comment very positively on how happy their children are and how well they settle. They are very familiar with their children's key person, commenting that they trust the staff and feel that they can talk to them at any time. Parents speak positively of the settling-in procedures. Staff work proactively with parents and external agencies to secure appropriate interventions for children. This effective support helps all children to make suitable progress. Links with local schools, including visits from teachers, help children to make a smooth move into school.

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	EY366264
Local authority	Oxfordshire
Inspection number	844275
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	55
Name of provider	Patricia Margaret Medicott
Date of previous inspection	05/09/2011
Telephone number	01865 766762

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

