

Kushi Care Nursery

3 Dominus Way, Meridian Business Park, LEICESTER, LE19 1RP



Inspection date

13 May 2015

Previous inspection date

13 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The nursery management has worked very effectively since the previous inspection to bring about rapid changes and improvements to the overall quality of the nursery.
- Children make good progress in their learning and acquire key skills that support their independence. As a result, they are well prepared for school.
- Children make secure attachments to caring and affectionate staff and are forming relationships with their peers. This has a positive effect on their emotional well-being.
- An effective key-person system has been developed. This allows staff to develop effective partnerships with parents and consistently share relevant information.
- Care routines are concise and well organised. As a result, staff are able to meet children's individual needs. Older children manage their personal hygiene with increasing independence.
- Staff have a secure knowledge of how to protect children from abuse and neglect. Safeguarding children is given a high priority within the nursery.
- Children are encouraged to learn about independently managing risks within their play. This helps them to learn about how to keep themselves safe.

It is not yet outstanding because:

- The information gathered from assessments is not always used in the best way, in order to plan specific activities that fully extend children's learning.
- Staff do not make best use of opportunities to maximise children's language development.

What the setting needs to do to improve further

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

- use the information gathered from assessments to consistently plan specific activities that are more closely matched to children's individual learning needs, particularly in the toddler room.
- maximise children's communication and language development and extend their vocabulary further, for example, by improving how staff model language to children on a daily basis.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed activities in all the playrooms and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector checked policies and evidence of the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents at appropriate times throughout the inspection.
- The inspector held a meeting with the manager/provider.

Inspector

Ben Hartley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff deliver a high-quality educational programme that provides challenge for children across all seven areas of learning. Staff plan messy activities that enable children to fully explore the texture and feel of materials. For example, in the baby room children explore the spaghetti and paint, using their hands and feet to get fully involved with the activity. Staff get down to the children's level and join in their play activities at appropriate times while still allowing them to be independent and make their own choices. Staff make accurate assessments of children's development and share their records consistently with parents. This ensures that there is a continuity between the home learning environment and the nursery. However, the information that is gathered from these assessments is not always used consistently. For some older children in the toddler room, the planning is not always extended to maximise their development in the specific areas of learning. The overall quality of teaching within the nursery is high. For example, they ask open questions and skilfully make links with children's prior learning and experiences. This encourages children to ask questions themselves to extend their knowledge.

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

The learning environment is imaginative and engaging, both inside and outside. This enables staff to provide a wide range of activities that interest the children. Children are becoming increasingly independent, particularly because they are given opportunities to use tools and equipment and freely access resources. Staff are positive role models for children and manage their behaviour consistently. However, on occasions opportunities for staff to extend children's communication and language development are not maximised. For example, during child-initiated activities, staff do not always repeat words to reinforce children's pronunciation or extend their vocabulary. Staff are deployed well across the environment to ensure that children are kept safe and supervised appropriately. Children are encouraged to take part in regular physical exercise. For example, children are involved in yoga, making up their own moves as well as learning about how to control their own body.

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

The management team understands the legal requirements of the Early Years Foundation Stage and implements them to a high standard. Alongside the dedicated staff team, they have brought about rapid and decisive changes that have significantly increased the overall quality of the nursery since the previous inspection. The staff team is highly qualified and staff continue to increase their qualifications. This has a positive effect on the overall quality of the nursery. There is a robust procedure in place for recruiting new staff. Additionally, the induction procedure ensures that staff have a secure understanding of how the nursery operates as well as the policies and procedures. The management team monitors the quality of teaching within the nursery, sharing pertinent information with staff in order to help them improve their practice even further.

Setting details

Unique reference number	EY459048
Local authority	Leicestershire
Inspection number	999223
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	120
Number of children on roll	109
Name of provider	Kushi Care Limited
Date of previous inspection	13 November 2014
Telephone number	0116 2899369

Kushi Care Nursery was registered in 2013. The nursery employs 21 members of childcare staff, 15 of whom hold appropriate early years qualifications at level 2 and above. The nursery is open from 7am until 7pm Monday to Friday, all year around, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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