

Karen's Independent Daycare Setting (KIDS)

Unit 9, 5 Enigma Building, Bilton Road, Bletchley, Milton Keynes, MK1 1HW



Inspection date	30 September 2015
Previous inspection date	17 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leaders regularly reflect on the setting's practices, along with the environment, taking into account the views of parents.
- Practitioners know the children they care for well and have a good understanding of their individual circumstances, enabling them to provide focused care and learning.
- Staff work well as a team to promote good outcomes for children.
- Effective planning, observation and assessment systems enable staff to help children make good progress in all areas of learning, in readiness for school.

It is not yet outstanding because:

- Some small group activities do not always give children sufficient opportunity to express themselves creatively.
- Opportunities for children to make marks and begin to write their names are not consistently used.

What the setting needs to do to improve further

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

- increase children's opportunities to express themselves through creative media
- provide consistent opportunities for children to independently make marks and practise writing.

Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents to seek their views about the nursery.
- Assessment records were viewed, along with other relevant documentation.
- A joint observation took place with the manager to observe the quality of teaching and the impact this has on children's learning.

Inspector

Cheryl Walker

Inspection findings

Effectiveness of the leadership and management is good

Strong leadership supports staff to promote good outcomes for children. Regular supervision enables the manager to monitor staff performance and identify training needs. Parents are very supportive of the setting and value the flexible service that is offered. They express that their suggestions are listened to and acted upon, and that they feel involved in their children's learning. The arrangements for safeguarding are effective and staff have recently updated their training in this area. Established systems for risk assessment enable staff to follow organised routines to maintain children's safety on outings, which are regularly reviewed. Good links with parents, local schools and outside agencies mean that children's individual needs are well known to the staff. As a result, any necessary support can be accessed quickly to support children's continued progress.

Quality of teaching, learning and assessment is good

Children readily explore the calm and welcoming environment, which is organised to meet their differing needs. Staff effectively support children's learning through the provision of activities that activate their interest. They use the children's experiences to encourage them to recall what they have seen to promote their language skills. For example, this is achieved when they talk about the conkers and leaves they saw on their walk, along with the photographs they have taken. Children actively develop their physical skills as they practise balancing along the building blocks, while staff encourage them to 'go' and 'stop', encouraging listening skills and their understanding of direction. Focused creative activities enable children to discover what happens when colours are mixed together, though there are fewer opportunities for children to explore media and create freely. Activities to promote literacy skills are available, though staff do not take every opportunity to encourage children to practise mark making and writing skills.

Personal development, behaviour and welfare are good

Children develop warm relationships with staff and each other. High expectations and clear boundaries for their behaviour mean that they behave well and learn to respect their peers and the adults around them. They learn about their own safety within the setting as staff remind them to go slowly when they move throughout the environment. Children actively take part in conversation with their peers and the adults that care for them, when staff sit with them and engage with them during lunchtimes. Young children develop high levels of independence through their daily routine. For example, they practise taking their coats and shoes on and off following their daily outing, and become familiar with the routines of washing hands before they eat.

Outcomes for children are good

Children make good progress at the setting through many purposeful learning and development opportunities. They make particularly good progress in taking care of their own needs, due to the opportunities provided for independence. This stands them in good stead to be ready for school.

Setting details

Unique reference number	EY459127
Local authority	Milton Keynes
Inspection number	1025494
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 14
Total number of places	30
Number of children on roll	81
Name of provider	Karen Stacey Llewellyn
Date of previous inspection	17 July 2013
Telephone number	01908376165

Karen's Independent Daycare Setting (KIDS) is situated in Fenny Stratford in Bletchley, Buckinghamshire. A private individual owns this provision. The setting registered in 2013 and it is located in an industrial unit close to a residential area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision operates five days a week from 7.00am to 6.30pm. It is open 50 weeks of the year. In addition to the nursery, the provider offers an out-of-school service. She takes and collects children to and from school and cares for older children during the school holidays. Six staff members hold appropriate qualifications to level 3 or above. Additionally, the manager holds a foundation degree in early years.

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