

Inspection date

Previous inspection date

17 August 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 owner and managers are motivated and continually strive for improvement. Staff receive robust induction and regular supervision to review their practice and performance. Staff routinely observe the quality of each other's teaching methods. They share ideas for new activities and discuss ways to develop activities children enjoy.
- Children quickly form strong bonds with staff. For example, they enthusiastically invite a member of staff to join in their play and involve her fully.
- Very young children are cared for in a safe and stimulating environment. For example, they have space to develop their skills in walking and explore soft bricks and wooden toys in their own time.
- The embedded key-person system is effective. Staff work closely with parents to help children establish new skills and routines, such as potty training.
- Children play and learn happily. They freely select equipment and move resources around the room. They add sand and glitter to their dough cakes before taking them to 'cook' in the home corner.

It is not yet outstanding because:

- On occasions, staff do not make the most of opportunities to encourage children to solve problems, predict outcomes or discuss answers and solutions with their friends.
- Staff do not make the most of opportunities to help children rapidly extend their vocabulary.

What the setting needs to do to improve further

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

- encourage children to think about how they can solve problems, predict outcomes and complete tasks independently with their friends
- make the most of opportunities to extend children's emerging vocabulary.

Inspection activities

- The inspector observed activities in the inside and outside areas of the nursery. She spoke to children and staff at appropriate times throughout the inspection.
- The inspector held meetings with the owner and the deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at the evidence of the suitability of staff working with children. She viewed a range of documentation, including the safeguarding procedures, records of complaints and self-evaluation documents.
- The inspector took into consideration the views of parents spoken to on the day of the inspection and written comments from other parents.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff confidently follow the procedures put in place to protect children. Posters are displayed to help remind staff when and how to report any concerns they may have. Managers effectively work with staff to identify training needs. Staff are encouraged to share new skills and knowledge with their colleagues. Managers effectively evaluate the quality of care and education within the nursery. They seek feedback from parents, other professionals and staff to help them improve and develop the nursery. The owner has ideas to enhance the self-evaluation process to help all staff to continually review action plans. Managers and staff work well with outside agencies and other professionals, helping to support children's learning.

Quality of teaching, learning and assessment is good

Staff successfully use a range of teaching methods to support children's learning. They ensure that children's interests and next steps in their learning are incorporated in planned activities and through the equipment set out for them to choose from. Children enjoy blowing bubbles. They find different shaped wands to blow through and chase the bubbles in the garden. Some children choose to bring small toys from home. Together with their friends, they decide that it is a soft toy's birthday. Staff help them to make a cake out of coloured dough before the children sing to the toy. Staff use a variety of effective ways to support children who speak English as an additional language. Visual clues and simple signs are used, which very young children quickly learn as well. Staff use these to help communicate with all children, helping those unable to verbalise their needs and feelings to be understood.

Personal development, behaviour and welfare are good

Staff are caring and attentive to children's needs. Before children start at the nursery, staff gather information from parents about what they like, what they can already do and about their care needs and daily routines. Each child is allocated a key person, who communicates with parents on a daily basis. Daily communication books are used for very young children. Staff provide a wide variety of nutritious snacks for children to try. Children pour their own water to drink and tidy away their cups and plates when they have finished. Staff encourage children to move around to help promote their physical development. They run outside and balance on small platforms inside. Children behave well in the nursery. Staff gently remind them of simple rules, such as sharing and taking turns. When children struggle to remember the rules, staff encourage them to use visual equipment, such as sand timers, to help them.

Outcomes for children are good

Managers have established effective systems to monitor children's progress, helping them to quickly identify any emerging gaps in learning. Staff swiftly put strategies in place to close any gaps, so that all children continue to make good progress in their learning and development. When the time comes, all children are ready to move on to school. Children are motivated and keen to learn. They recognise letters in their names and confidently use pens and scissors.

Setting details

Unique reference number	EY487267
Local authority	Luton
Inspection number	1009525
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	75
Number of children on roll	64
Name of registered person	Code Kids Ltd
Registered person unique reference number	RP903340
Date of previous inspection	Not applicable
Telephone number	015852 877352

Kinder City was registered in 2015. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children and supports those who speak English as an additional language. There are seven members of childcare staff, six of whom hold an appropriate early years qualification at level 3 or above.

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