

# Kidetz Day Nursery

174 Lincoln Road North, BIRMINGHAM, B27 6RP



## Inspection date

26 October 2016

Previous inspection date

14 January 2016

| The quality and standards of the early years provision | This inspection:     | Good                 | 2 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Requires Improvement | 3 |
| 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 learning environment is stimulating and organised well. Toys and resources are arranged to enable children to make choices about what they want to do. As a result, they happily play with staff and other children.
- Children form secure emotional attachments with staff who are kind, caring and respond well to individual needs. This helps to promote children's confidence and emotional well-being.
- Partnerships with parents are good. Staff work closely with them and demonstrate that they value their views and opinions. Parents appreciate the progress their children make in their learning and development.
- Staff have established good links with local schools that children move on to and they share information well. They plan relevant activities to help children to prepare for this change.
- Managers have worked hard since the last inspection to make improvements and raise the quality of the provision. They are passionate about the service they provide. The views of children, parents and other professionals are considered when identifying areas to build upon.

### It is not yet outstanding because:

- Staff do not always focus on incorporating children's next steps in learning during planned activities. This means that activities do not always provide children with the opportunity to make the very highest possible rate of progress.
- Staff's professional development is not yet focused enough on raising the quality of teaching to the highest possible level.

## What the setting needs to do to improve further

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

- focus more on incorporating children's identified next steps into daily activities to help raise the potential for them to make outstanding progress in their learning
- build on the professional development of staff, in order to raise the quality of teaching even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider who is also the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibility to follow the safeguarding procedures in the event of a concern about a child in their care. They maintain a safe environment and supervise children appropriately. Staff are deployed well and the required staffing ratios are met. The manager works closely with staff to ensure children's ongoing development is monitored. This helps them to swiftly identify any areas where development is not as expected.

### Quality of teaching, learning and assessment is good

Staff gather important information from parents before children start at the nursery and obtain regular updates. They use this information, along with their own observations, to get to know children well and plan activities that take into account their individual interests. The well-qualified staff have a good understanding of how young children learn and develop. Teaching is strong because staff interact well with children, so that they are supported effectively as they play. Children's speaking and listening skills are promoted well. Staff engage children in conversations throughout the day. Children who speak English as an additional language are supported well. Staff use pictures and signs to aid communication. Children's physical development is given a high priority. Children benefit from daily access to the outdoor area. They enjoy the time they spend outside, squealing with delight as they use the scooters to take part in races against each other.

### Personal development, behaviour and welfare are good

Children behave well at the nursery. They develop good relationships with each other and learn to share and take turns. Children are independent and learn to take care of their own self-care needs. They confidently put their coats and wellington boots on before going outside to play. Children are developing an understanding of communities and the wider world. They enjoy outings to places in their local community, including visiting the veterinary surgery. Staff place a strong emphasis on developing children's and parents' understanding of the importance of good health. Children are encouraged to try new fruits and vegetables at mealtimes. Staff sit with children and make the mealtime a social occasion. Good hygiene procedures are followed by staff. Children are reminded of the importance of washing their hands after playing outside and after using the toilet. Good settling-in arrangements are in place to help welcome new children to the nursery. Initial home visits have recently been introduced to enable staff to work in partnership with parents and to help children settle and foster their emotional well-being.

### Outcomes for children are good

Children listen and respond well to staff when requested to complete daily tasks, such as setting the table for lunch. Children's early reading skills are promoted well. They learn to recognise letters and their sounds and regularly enjoy stories read to them by staff. All children, including those who receive government funding, make good progress in their learning and development. They are developing the key skills they need to help support their future learning, including moving on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY489321  |
| <b>Local authority</b>                           | Solihull  |
| <b>Inspection number</b>                         | 1036840   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 3   |
| <b>Total number of places</b>                    | 26  |
| <b>Number of children on roll</b>                | 11  |
| <b>Name of registered person</b>                 | Rita Horsley and Sheree Horsley Partnership         |
| <b>Registered person unique reference number</b> | RP534588  |
| <b>Date of previous inspection</b>               | 14 January 2016                                     |
| <b>Telephone number</b>                          | 01217645497   |

Kidetz Day Nursery was registered in 2015. The nursery employs two members of childcare staff. Both hold qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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