

# Kid's Corner Day Nursery

45 Sleaford Road, Metheringham, LINCOLN, LN4 3DG



## Inspection date

7 December 2016

Previous inspection date

16 October 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

- Children are confident, happy and settled at the nursery. They build strong bonds with practitioners and other children. Practitioners are caring and praise children for their achievements. This helps to promote children's emotional well-being. Behaviour management is managed extremely well.
- Well-qualified practitioners have a good understanding of how children learn and develop. They plan stimulating activities for children that promote their learning in all areas. This helps them to develop the skills they need to be ready for their next stage of learning, including moving on to school.
- Partnerships with parents are good. Parents receive daily information about their children's time at the nursery. They are happy with their children's time spent at the nursery. Parents say that their children enjoy attending.
- The owner and the manager are ambitious and motivated. They have a strong vision to drive this nursery forward. They seek and act upon the views of practitioners, parents and children to continually identify areas that could be further enhanced.

### It is not yet outstanding because:

- Arrangements put in place by the manager to identify and address staff's professional development needs are not focused enough on raising the quality of teaching to an outstanding level.
- Although practitioners monitor and assess children's progress well, they do not use this information to plan activities that very precisely match the next steps in learning for each individual child. As a result, children make consistently good rather than exceptional progress in their learning.

## What the setting needs to do to improve further

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

- focus the professional development needs of practitioners on increasing the potential to achieve the highest possible standards of teaching
- use information from the assessments of children's progress to plan more precisely for individual children's next steps in learning, in order to increase the potential for them to consistently make exceptional progress.

### 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 completed a joint observation with the manager.
- The inspector spoke with practitioners and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and the owner. She looked at relevant documentation, such as evidence of the suitability of practitioners working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Sue Riley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners have a good understanding of local child protection procedures. Recruitment and vetting procedures are robust. Also, good procedures are in place to check the ongoing suitability of practitioners. Hazards are minimised well and access to the nursery is stringently managed. Practitioners have strategies in place to ensure that no unauthorised people can enter the building. Also, children cannot leave the building unaccompanied. The correct adult-to-child ratios are adhered to and practitioners supervise children extremely well both indoors and outside. Practitioners' qualifications have a positive impact on outcomes for children and they are encouraged to attend further training. Teachers visit the children in the nursery. This helps children to make links between the nursery and school in preparation for when they start. There are regular progress meetings with parents as well as daily discussions about how they can support children's learning together. Feedback from parents is very complimentary.

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

Practitioners know children well. They are enthusiastic, helping to motivate and engage children. Children delight in exploring the wide range of sensory media and materials. Younger children investigate change while mixing cornflour and shaving foam together. Toddlers explore the paint as they make their own Christmas trees and place lots of sequins on their finished paintings. Practitioners help the pre-school children with learning the sounds that letters make and this helps children to develop their literacy skills. Activities are based on children's interests and the environment supports their learning well. Children confidently make choices in their play. When outside, children are encouraged to use chalks and talk about the marks they make.

### Personal development, behaviour and welfare are good

The key-person system is effective. Practitioners caring for babies know their routines well and follow them according to parents' wishes. They offer children lots of cuddles and reassurance if they are upset, tired or simply need comfort. This helps children to feel emotionally secure in the nursery. Meals provided for children are varied, nutritious and take into consideration individual dietary needs. Practitioners provide them with healthy meals and talk to children at mealtimes about the foods they eat. Children enjoy regular opportunities to be physically active in the nursery garden. They enjoy playing in the large sand pit or snuggle up outside to listen to a story in the cosy area. Practitioners reinforce children's understanding of danger and keeping safe. Children have ample opportunities to develop an early awareness of difference.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in relation to their starting points. Children are confident and inquisitive learners. They are eager learners who show good independence as they help with the setting of the tables for mealtimes and serve their own food. Children gain confidence as they learn to talk in group situations. They enjoy the time they spend at the nursery.

## Setting details

<b>Unique reference number</b>	EY456706
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1066522
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Kids Corner Day Nursery LTD
<b>Registered person unique reference number</b>	RP532200
<b>Date of previous inspection</b>	16 October 2013
<b>Telephone number</b>	01526 321388

Kid's Corner Day Nursery was registered in 2013. The nursery employs seven childcare practitioners. Of these, four hold an appropriate early years qualification at level 3 and one at level 6. The nursery opens Monday to Friday, all year round, except for Christmas week. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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