

Kids 4 Us Nursery

Kids for US, School Bungalow, Upper Road, Madeley, TELFORD, Shropshire, TF7 5DL



Inspection date

22 August 2017

Previous inspection date

11 November 2014

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 management team builds positive relationships with parents, the on-site school and the local authority advisors, including those who support children who have special educational needs and/or disabilities. This helps them to reflect on their practice and to develop plans to improve the quality of the nursery so that all children make good progress.
- Children's understanding of the natural world is promoted well. Children experience exciting, hands-on learning in a woodland environment, where they play hide and seek, make dens, dig, collect leaves and listen to stories.
- Staff are positive role models for the children. They encourage conversations, speak clearly and listen attentively to what children say. This helps children to become confident when speaking to others.
- Staff build and maintain secure emotional attachments with children. For example, they soothe babies by gently stroking their cheeks as they go to sleep. Children are self-assured, happy and seek out others to share experiences with.

It is not yet outstanding because:

- Some staff do not consistently build on what children need to learn next to help them achieve as much as possible in their learning.
- Staff do not provide enough opportunities for children to gain a greater awareness of how they differ from, or are similar to, other people.

What the setting needs to do to improve further

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

- encourage all staff to consistently build on what children need to learn next to help them achieve as much as possible in their learning
- provide children with more opportunities to build on their respect and understanding of the similarities and differences between themselves and others in the wider community.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedure they must follow if they have any concerns about a child. They have regular, individual supervision meetings where they can discuss any concerns, their strengths and development opportunities. Staff in the baby room have attended Working with Babies training. They have implemented a new planning system that provides babies with a broad range of activities to choose from that encourage their curiosity. The management team analyses and reflects on the progress of individual and specific groups of children. They share this information to help staff plan an environment that supports children to strengthen and deepen their skills across all areas of learning.

Quality of teaching, learning and assessment is good

Staff understand and use a wide range of effective teaching strategies. Children enjoy making their own fruit salad. During the activity, staff model how to cut the fruit and encourage children to count and to understand simple mathematical concepts, such as how much is half. They provide good opportunities for children to learn about animals from first-hand experiences. For example, children observe ducklings as they hatch in the nursery. This, along with ongoing discussion, helps to consolidate their learning. Staff encourage children to learn about growth. They regularly observe the runner beans they have planted and discuss how they have grown in size. Children eagerly explore dough as they poke, squash and flatten it as they shape their creations. Activities like these help children to develop the physical skills needed for writing.

Personal development, behaviour and welfare are good

Children's emotional and physical development is supported well. There are good settling-in procedures to make sure children are ready to start nursery. Staff promote children's positive behaviour well. Children begin to learn to share, take turns and show affection to their friends. Staff provide healthy snacks for the children and plan opportunities for them to taste and discuss healthy foods. Parents can choose to provide a packed lunch for their child or have a nutritious school dinner provided by the local primary school. The outdoor play area offers children the opportunity to experience manageable risks while under close supervision. For example, they swing by their arms from the climbing frame and sing and giggle as they jump on the trampoline with increasing control.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. Babies smile and babble as they explore the stacking cubes and rings. Toddlers are engrossed as they play with the small-world farm and real hay. Pre-school children listen carefully and identify the sounds they hear during a listening bingo game. Children are self-assured, happy and talk enthusiastically to staff and visitors about what they are doing.

Setting details

Unique reference number	208212
Local authority	Telford & Wrekin
Inspection number	1103151
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	52
Number of children on roll	29
Name of registered person	Valerie Ann Price
Registered person unique reference number	RP909909
Date of previous inspection	11 November 2014
Telephone number	01952 270062

Kids 4 Us Nursery registered in 1995 and is privately owned. The nursery employs 11 members of childcare staff. Most staff hold appropriate early years qualifications. This includes, two at level 4, eight at level 3 and one working towards level 2. The nursery opens Monday to Friday, for 48 weeks of the year. Opening hours are from 7.30am until 6pm Monday to Thursday and 7.30am to 5.30pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children. It offers out-of-school care for older children before and after school and during the school holidays.

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