

<b>Inspection date</b>	8 June 2017
Previous inspection date	30 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager and her deputy are not fully aware of the requirements around completing the progress check for children between the age of two and three years. As a result, this has not been completed for all children.
- On occasion, such as when waiting to go on a walk, very young children spend considerable time waiting for things to happen. At this time, they become distracted and disinterested.

### It has the following strengths

- The manager supervises the work of staff and provides a supportive environment where they can build on their qualifications and skills through undertaking further training.
- Children play and learn in a colourful and welcoming environment. Staff interact well with children. They talk to them and praise them. When children talk, staff listen to them and ask them questions, encouraging their communication skills.
- Children appear content and settled. Staff help them to separate from their parents by reassuring and comforting them.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- improve knowledge of how and when to complete the progress check to ensure this is in place for all children between the ages of two and three years. 31/07/2017

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

- increase babies' engagement during times of change, such as when preparing to go on outings.

### Inspection activities

- The inspector spoke to a small number of parents, staff, children and the manager throughout the inspection.
- The inspector went on a walk with staff and children and carried out a joint observation with the manager.
- The inspector observed children's activities, discussed children's progress and looked at their learning profiles.
- The inspector looked at a range of documentation, including evidence of the suitability of staff.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Staff take effective measures to keep children safe in the nursery and on outings. They are vigilant in supervising children as they walk to and from the local park, and they carry out continual, visual assessments of any likely risks for children. Staff undertake training to increase their knowledge of their roles and responsibilities in relation to safeguarding. Safeguarding is effective. The manager undertakes informal evaluations of the quality of the nursery. However, the manager and senior staff are not clear about the requirement to complete a progress check for children between the age of two and three years. Consequently, not all children have received the required check to help identify their learning and provide parents with a reliable summary of their development. Staff work well with local schools to help children as they move on in their learning.

### **Quality of teaching, learning and assessment requires improvement**

Children enjoy activities that help them to explore and discover. They collect leaves and sticks from the local field and study mini-beasts and insects closely. Staff talk about the creatures and children use descriptive language. Babies search through baskets of natural resources. They feel the texture of brushes, wooden spoons and pumice stones on their skin. Older children feel the texture of cotton wool, leaves and sand with their feet, provoking discussion. This is interesting for children and engages them. Staff complete observations and record children's progress. Children make typical progress during their time at the nursery and key persons have a good understanding of children's development and next steps in learning.

### **Personal development, behaviour and welfare require improvement**

Children form close relationships with the staff that care for them. The key-person approach helps children to settle into the nursery. They learn about being fit and healthy and staff ensure they have daily fresh air and exercise. Children of all ages come together to eat and play and staff supervise these occasions closely to help make sure babies and young children feel safe. At times during the day, such as when getting ready to go on a walk, the routine does not suit the needs of young babies. When waiting, babies become restless and temporarily lose interest.

### **Outcomes for children require improvement**

Children develop some of the skills they need in readiness for starting school. They follow staff guidance and gentle reminders, helping them to behave well. Children are developing in confidence and becoming articulate and able to express themselves. They enjoy role-play games where they use their imagination and imitation to build on their ideas.

## Setting details

<b>Unique reference number</b>	EY459127
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1099647
<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 - 14
<b>Total number of places</b>	30
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Karen Stacey Llewellyn
<b>Registered person unique reference number</b>	RP511323
<b>Date of previous inspection</b>	30 September 2015
<b>Telephone number</b>	01908376165

Karen's Independent Daycare Setting (K.I.D.S) registered in 2013. It is privately owned. The nursery operates Monday to Thursday from 7am until 6pm and Friday from 7am until 5.30pm. In addition to the nursery, the provider offers an out-of-school service. The nursery employs 12 members of staff; eight staff hold appropriate qualifications to level 2 or above. The manager has a relevant foundation degree. The nursery provides funded early education for two-, three- and four-year-old children.

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