

Klas Childrens Day Nurseries



The Farm House, Bell Plantation, Watling Street, Towcester, Northamptonshire, NN12 6HN

Inspection date	27 October 2017
Previous inspection date	8 January 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 quality of teaching across the nursery is good and, in some instances, outstanding. Children are provided with a welcoming and stimulating learning environment in which they are happy, eager and motivated to learn.
- Communication between staff and children is warm and expressive. Staff listen carefully to what children have to say and engage them in meaningful conversations. Children are encouraged to use and extend their vocabulary with confidence.
- Children behave well and are beginning to share and take turns in their play.
- Staff monitor children's progress efficiently. They use what they know about children's development and their interests to plan effectively for their next steps in learning.
- Partnerships with parents are excellent. Staff are fully committed to working with parents and encourage them to remain actively involved in their children's learning.
- The manager is passionate about her role and has high aspirations for the quality and ongoing development of the nursery. She uses self-evaluation well to identify strengths and areas for development, taking into account the views of parents, staff and children.

It is not yet outstanding because:

- Children are not always able to follow their interests and express their own creative ideas during some planned activities.
- The procedures for monitoring staff's practice are not yet precisely focused enough to support all of them to progress their teaching to an outstanding level.

What the setting needs to do to improve further

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

- extend opportunities for children to follow their interests and express their own creative ideas during planned activities
- extend the methods used to monitor staff's performance to focus more precisely on raising the quality of teaching to the highest possible level.

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 spoke to staff and children during the inspection. She completed joint observations with a member of staff.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views from documents provided for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of how to recognise concerns about a child's welfare and are aware of the procedures to report a concern. Robust recruitment processes are in place to check staff's suitability to work with children. Thorough induction procedures help to ensure that staff are clear about their role and responsibilities. Deployment of staff is effective to ensure children play safely and their individual needs are well met. Staff are highly experienced and work well together as part of a friendly and motivated team. One-to-one meetings with the manager provide staff with the opportunity to discuss any concerns and identify further training. Effective partnerships have been established with other professionals. For example, staff visit local schools to meet the teachers and share relevant information with them to help support children when they move on to school.

Quality of teaching, learning and assessment is good

Children are eager to explore their environment and particularly relish spending time outdoors. Staff join in children's play. They ask well-posed questions to promote children's thinking. For example, children hear a helicopter flying overhead and staff ask them where they think it could be going. Staff promote children's mathematical development well. They model mathematical language and encourage children to use this in their play. For example, younger children count confidently during a game of hide and seek. They use words, such as 'under', 'behind' and 'inside', to describe where their friends could be hiding. Babies are encouraged to develop their physical skills. For example, they dance and move their bodies as staff sing their favourite songs.

Personal development, behaviour and welfare are good

Staff spend time getting to know children well and help them to settle quickly and feel secure in their surroundings. Staff support children's physical well-being effectively and develop their awareness of healthy lifestyles. Mealtimes are sociable occasions and offer children opportunities to develop their independence and make healthy food choices. For example, older children select and serve their own vegetables at lunch. Children enjoy being active outdoors and gain a good awareness of nature and the community in which they live. They show good skills when tackling physical challenges and managing risks, such as climbing trees or using crates to build tall towers. Staff take children on various outings, for example, they walk to the library and regularly visit the forest area where children get to experience nature first hand.

Outcomes for children are good

All children make good progress and develop the skills they need for their future learning and eventual move to school. Children are highly active, independent learners, who communicate well and become confident talkers. Babies enjoy exploring a range of sensory play, such as cooked and uncooked pasta. Toddlers show an interest in books and stories and older children enjoy acting out their own role-play scenarios.

Setting details

Unique reference number	EY277096
Local authority	Northamptonshire
Inspection number	1101951
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 - 4
Total number of places	70
Number of children on roll	101
Name of registered person	Klas Day Nurseries Ltd
Registered person unique reference number	RP522654
Date of previous inspection	8 January 2014
Telephone number	01327 358876

Klas Childrens Day Nurseries registered in October 2003. The nursery employs 17 members of childcare staff. Of these, one holds a qualification at level 5 and 13 at level 2 or level 3. The manager holds early years teacher status. The nursery opens Monday to Friday from 8am until 6pm, all year round, except bank holidays, Christmas and New Year. The nursery provides funded early education for children aged two-, three- and four-year-old children.

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