

# Keep Guard Day Nursery

The West Wing, The Keep, Walcourt Road, Kempston, Bedfordshire, MK42 8SJ

<b>Inspection date</b>	13/08/2013
Previous inspection date	29/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff support children to make very good progress in their communication and language as they are good role models. Effective use of picture cards and prompts support children to express themselves and their needs well.
- Children engage in imaginative play and enjoy exploring their interest in superhero play in a way that helps them to understand rules and boundaries.
- Children learn about how to keep themselves safe through their everyday activities, such as climbing and descending stairs and crossing the car park to get to the garden area. This equips them well to manage their own safety.
- The manager is committed to continuing to raise the quality of care she provides for children. She communicates this well to staff and parents who readily share their views to inform self-evaluation.

### It is not yet outstanding because

- Children are not always encouraged to care for, or tidy away, resources during free-play activities so they do not always learn about how to care appropriately for their learning environment.
- Children are not always able to be fully independent in meeting their needs, in particular at snack time, where they have to wait for staff to offer them more food.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all rooms and the garden area.
- The inspector had discussions with parents, staff and children throughout the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.

## Inspector

Hayley Marshall

## Full Report

### Information about the setting

Keep Guard Day Nursery was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the wing of a converted building in Kempston, Bedfordshire, and is managed by a private provider. The nursery serves the local and neighbouring areas. There are steps to the main entrance but there is a ramp and lift available if needed. The nursery operates from 10 main rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and nine hold qualifications at level 3. The manager holds a degree in early years management. The nursery employs a cook. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. Out of school care is also offered, with sessions from 3.15pm to 6pm. There is a holiday club which runs during each school holiday from 8am to 6pm. There are currently 106 children on roll, of whom 39 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- promote children's understanding of how to care for resources in free play by encouraging them to handle toys safely and replace them after use
  
- encourage children to be fully independent by gaining a thorough awareness of their own needs, such as choosing how much they want to eat at snack time.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children make good progress in their development because staff observe them at play and plan for their next steps in learning. Parents share information about children's interests and abilities, which helps staff to identify their individual starting points. Staff build upon what children can do by guiding their interests through a wide range of activities. The nursery encourages parents' active involvement in their children's learning. They contribute their own observations of children's achievements at home. The nursery values parents' knowledge of children's abilities by displaying the 'little star achievement' certificates they complete on a washing line at the nursery. This boosts children's self-

esteem as they excitedly point out their certificates and talk about what they can do. The close working between the nursery and parents helps children to experience continuity and they make consistent progress in their learning as a result.

There are ample opportunities for children to develop physically at the nursery. In the garden they play with pipes, barrels and materials to construct dens and build imaginatively. They use bikes, cars and slides to develop the large muscles in their legs. They move with confidence inside as they climb over large foam shapes in the large soft playroom. Staff know how to support young children to learn how to walk and hold their hands for balance as they take tentative steps around the different nursery rooms. Creative activities help children to develop their smaller muscles. They pick up pieces of cooked pasta between their thumb and forefinger strengthening the small muscles in their hands. Children demonstrate their developing ability as they draw and create pictures from their own ideas and begin to write their names on their work.

Staff plan activities to support children's developing interest in reading and writing. Story time helps provide children with the chance to listen and concentrate for periods of time. This prepares them well with the skills they require to be successful in their future learning and eventual readiness for school. Children become skilful in expressing themselves at the nursery. Staff are good role models as they use language to ask questions and encourage children to express their ideas. Children engage in conversation with staff who value what they say and seek their opinions. The nursery embraces the use of picture cards and labels. Staff use these for very good effect as they encourage young children to choose songs by picking a card and give children directions through pictures. This helps children who need extra support in expressing their feelings. Children have good levels of autonomy as they explore their environment with confidence. They follow what interests them and become skilful and active learners. However, children's freedom to explore the environment sometimes means that they do not learn to value the equipment they play with. This leads to them throwing books and cars on the floor when they finish playing with them.

### **The contribution of the early years provision to the well-being of children**

Staff encourage children's sense of identity by making books with them that contain photographs of their families. They use these to talk to children about the people who are important to them and to build links with home. Children form close relationships with their key people and display confidence in separating from their parents. When children need extra help to settle staff are responsive to their needs. They spend time with children offering them comfort and affection. The nursery prepares children well for starting school and introduces transition forms to communicate with their teachers. The information the nursery gathers from parents helps to provide consistency in children's care routines. Staff use a chart to monitor the frequency of nappy changes and communicate this clearly with parents. This helps to support children at all times, particularly as they start to prepare for toilet training. Children develop independent skills as they manage their own hygiene and staff prepare young children for changes in care routines. At snack time children find their own plate and pour themselves a drink. Staff place their snack out of reach and manage this by asking children if they would like more. This means that children cannot be fully

independent in identifying their own needs, such as feeling full and at times they have to wait for staff.

Staff recognise that children, especially older boys, like to play in a boisterous manner. They appreciate the value of this and provide safe ways for children to explore their interest in superhero play. They learn rules, such as they must only play in this way in the agreed area. Children can wear the superhero dressing-up clothes to join in with the play. This helps children to understand safe boundaries for play that help them to behave well and stay safe. Children learn about how to manage risks for themselves in their everyday activities. They use stairs safely as staff remind them to hold on to the handrails and walk one at a time. When children go to play in the garden they need to cross the car park. Staff take time explaining to children how they can do this safely and children look for cars before they hold hands and walk with staff. This means that children are starting to be able to assess risk for themselves and keep themselves safe.

Staff promote children's good health by providing freshly cooked meals and snacks. They learn about the importance of being active and engage in exercise as part of their regular routine. This helps them to gain a positive attitude towards healthy living.

### **The effectiveness of the leadership and management of the early years provision**

The nursery operates a robust induction for new staff, which helps to check their suitability to work with children. Safe working practices, such as not using mobile phones in the nursery, help to reduce any possible risk to children's well-being. Staff know and follow policies and procedures to help keep children safe. They are aware of how to identify signs and symptoms that might cause concern about children's welfare and how to pass any concerns on to the relevant agencies. Staff supervise children closely and safe adult to children ratios mean that children's needs are met well. Staff conduct regular risk assessments and observe toys and equipment to ensure their suitability for children. The nursery reviews areas where children play and makes changes to accommodate children's changing abilities. Staff record any accidents that occur at the nursery and share information about these with parents. They evaluate all incidents to identify any trends in areas of accidents that may need addressing for children's safety.

Strong leadership means that staff have clear direction and understand their roles and responsibilities. Regular supervision meetings help to identify staff training needs and decide clear plans for professional development. Staff undertake further training to develop their knowledge and skills for the benefit of children. If the manager identifies under performance, she takes decisive action to address this. The manager is committed to raising the quality of care the nursery provides for children. Staff listen to children to assess their enjoyment of activities. Parents share their views through regular questionnaires, which the nursery evaluates and puts into place. The nursery works closely with the local authority to develop successful action plans for targeting weaker areas. Recommendations from the previous inspection are addressed, demonstrating that the nursery has a good capacity to maintain ongoing improvement.

The nursery appreciates the importance of working closely with others. For example, the nursery establishes links with local schools to enable teachers to get to know children before they start at school. This helps children to experience a smooth move into the next stage of learning. Staff are equally aware of when to gain outside agency advice, such as to support children with additional needs.

Staff maintain accurate and well-informed records in children's learning journals. Six-monthly summaries of children's learning help parents to see the good progress children make at the nursery. Staff complete the progress check at age two when relevant and encourage parents to give their feedback. This means that monitoring and assessment is robust and reflective of children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	219083
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	928426
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	78
<b>Number of children on roll</b>	106
<b>Name of provider</b>	Lynn Carmichael
<b>Date of previous inspection</b>	29/04/2013
<b>Telephone number</b>	01234 327955

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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