

Kangaroo Pouch Day Nursery

Edgar Stammers Primary Academy, Harden Road, WALSALL WS3 1RQ



Inspection date	23 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of 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

- Managers are strong and forward thinking. They seek the views of staff and parents to make positive changes and to raise the quality of the nursery provision.
- Staff work closely with parents and outside professionals to ensure that children with special educational needs and/or disabilities are supported extremely well. These children take part in activities and display high levels of self-esteem as they play.
- Parents comment positively on how staff guide and support their children's learning at home. They say that staff make time to talk to them every day and that they feel valued.
- Children develop a healthy lifestyle. They enjoy healthy, cooked meals. Staff take account of children's allergies and dietary requirements. Children grow their own strawberries, carrots and herbs in the garden, which the cook incorporates into the meals. Staff talk to children about what they are eating and how to keep healthy. Children are encouraged to take part in physical activities.
- Staff are warm and sensitive in their interactions with children. They help children develop confidence and a positive sense of themselves. Children quickly become familiar with their surroundings and build positive relationships with staff and their peers. Staff praise children for their good behaviour.
- Staff do not always make the most of every opportunity to encourage and support children's independence skills. For example, they complete simple tasks for children when they are capable of doing these for themselves.
- Occasionally, staff miss opportunities during children's spontaneous play to build as far as possible on what children already know and can do.

What the setting needs to do to improve further

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

- encourage and support children to do things for themselves when they are able, so they can develop their independence skills
- extend children's learning as far as possible when spontaneous opportunities to do so arise.

Inspection activities

- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning and development.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint evaluation of an activity with the nursery manager.
- The inspector held a meeting with the nursery management team.
- The inspector spoke to staff and children during the inspection and took account of their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in the nursery.

Inspector

Nasreen Ghalib

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are highly knowledgeable and alert to possible indicators of abuse and wider safeguarding concerns. There are robust recruitment and vetting systems to check that the staff are suitable to work with children. Managers ensure that all new staff benefit from a comprehensive induction, so they have a clear understanding about their roles and responsibilities. The managers observe staff's practice and meet with them on a regular basis to discuss their performance and training needs. Staff benefit from development opportunities which help them to build on their knowledge and skills. Staff develop effective partnerships with the local primary schools that children move on to. They visit the schools with parents and their key children. Staff share information on children's progress and teachers come into the nursery to meet children with their key person.

Quality of teaching, learning and assessment is good

All staff closely monitor the progress made by children, including different groups of children. This enables them to identify any gaps in children's learning and to put plans in place to address these. They regularly observe children and use the information to plan a range of interesting and enjoyable experiences based on children's interests. Staff focus well on promoting children's language and communication skills during the activities. Pre-school children are confident communicators and are eager to ask questions to find out more. Staff encourage children to use their imagination as they take part in exciting role-play and small-world scenarios. Young children enjoy playing outdoors with the mud kitchen as they transport wet sand in buckets and make mud pies. Babies explore and experiment playing with sensory objects and wet sand to develop their small- and large-muscle skills.

Personal development, behaviour and welfare are good

The key-person system is well established and effective across the nursery. Children develop secure and safe emotional attachments to their key person and other staff. Staff promote children's physical and emotional well-being successfully. They are caring and attend to children's needs well. Children's behaviour is managed well and their attendance is good. All children flourish in this welcoming and friendly play and learning environment. Staff encourage children to take exercise through a range of indoor and outdoor play activities. They learn about keeping themselves safe, for example applying sun cream and wearing hats when they play out in the sun.

Outcomes for children are good

Children make good progress from their starting points. They are confident and self-assured. Children develop good mathematical, communication and literacy skills. For example, the older children read, listen to stories and practise their early writing skills. Babies experiment with musical instruments and make sounds. Young children explore shapes and numbers, preparing them well for school.

Setting details

Unique reference number	EY545850
Local authority	Walsall
Inspection number	10099227
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	53
Number of children on roll	51
Name of registered person	Kangaroo Pouch Limited
Registered person unique reference number	RP531190
Date of previous inspection	Not applicable
Telephone number	01922 277200

Kangaroo Pouch Day Nursery registered in 2017 and is one of eight settings own by the same company. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday, except for one week at Christmas. The nursery offers funded early education for two-, three- and four-year-old children. All staff hold appropriate early years qualifications between level 2 and level 7.

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