

Inspection date	16 July 2019
Previous inspection date	17 August 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
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

- The owner and manager are motivated to provide high-quality childcare and education. They use effective methods of staff induction to help new members quickly familiarise themselves with the policies and procedures.
- The manager and staff work closely with other professionals and agencies, particularly those involved in supporting children with special educational needs. Staff follow the advice and suggestions given to them to help meet the children's needs. This helps to support children's learning so that gaps in their development are beginning to close.
- Staff use a variety of ways to gather information about children's progress. This helps them to make detailed plans for adult-led activities. They consider what children need to learn next to help focus the challenges and teaching they deliver.
- Staff help children feel proud of their achievements. At the end of the school year, the oldest children celebrate their time at nursery. They receive personalised certificates describing some of the progress they have made.
- The established key-person system works well. Staff regularly update parents about the progress their children have made and give ideas to help parents support their children's learning at home.
- Opportunities for high-quality teaching are sometimes missed. Staff do not always have a precise awareness of children's level of engagement during self-chosen play or at the end of snack and meal times.
- Generally, children behave well. They learn to take turns and are kind to each other. However, on occasions, some children show little respect towards equipment, such as books and toys. This contributes to a sometimes uninspiring environment.

What the setting needs to do to improve further

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

- make the most of every opportunity to encourage purposeful play, helping to maximise children's learning experiences
- encourage children to look after and show respect for books and toys within the nursery.

Inspection activities

- The inspector viewed activities in all the group rooms and in the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the nursery manager and with the owner.
- The inspector checked the evidence of the suitability of staff. She looked at a range of documentation, including records of complaints, accident books and medication forms.
- The inspector looked at information about children's progress and planning documents relating to activities, teaching and learning.
- The inspector spoke to a small number of parents and took their views into consideration.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The provider follows the robust recruitment procedures he has put in place to help ensure staff are suitable. The manager attends regular safeguarding meetings and updates staff on any changes in local child protection procedures. The manager uses supervision sessions and team meetings to help identify weaknesses in staff performance. Staff are encouraged to extend their knowledge and understanding through training events. The owner and manager value feedback from parents to help improve the nursery. The manager uses information she gathers through analysing children's progress to help implement changes. For example, she has increased the range of resources to help children develop a deeper understanding of mathematics. Since the last visit from Ofsted, the manager has implemented changes to help improve how records are maintained in relation to administering medication and recording accidents. Any complaints received in the nursery are recorded and addressed in a timely manner.

Quality of teaching, learning and assessment is good

Children enjoy a variety of activities. Babies and very young children use large sticks of chalk to make marks on paper. They carefully look at their creation and rub the chalk on their hands. Older children develop their coordination while they throw footballs into tyres. When they miss, children run to collect the ball and try again. They laugh and respond well to staff's encouragement. Children who speak English as an additional language are supported effectively. Staff ask parents to teach them key words that the children use to help communicate with them from the start. All the children and staff use sign language to help express their needs and desires.

Personal development, behaviour and welfare are good

Each child is assigned a key person before their first day in the nursery. This helps to ensure that parents know who to share information with about their child's care. Key persons work with parents at key points in children's development, such as potty training. Staff are attentive to children's personal needs. They record what babies and very young children have eaten and when their nappies have been changed. These details are recorded in group room records and in communication books for parents to read. Children learn to manage age-appropriate risks for themselves. They know to hold a rail when they walk up and down stairs. Staff remind children how to safely climb on crates in the garden, helping them find out about space and distance.

Outcomes for children are good

Children make good progress in the nursery. They learn to recognise and write their names and begin to grasp mathematical concepts, such as size and quantity. Children confidently ask questions about their world around them and think through answers before they respond to others. They use opportunities to find out about the schools they are due to attend, contributing to a smooth transition to the next stage in their learning. Children begin to become confident, sociable learners. When the time comes, they are ready to move on to school.

Setting details

Unique reference number	EY487267
Local authority	Luton
Inspection number	10115273
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	75
Number of children on roll	130
Name of registered person	Code Kids Ltd
Registered person unique reference number	RP903340
Date of previous inspection	17 August 2016
Telephone number	01582 877352

Kinder City registered in 2015. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 14 members of childcare staff, 13 of whom hold an appropriate early years qualification at level 3 or above.

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