

KIDS Day Care Nursery

Pebbles Children's Centre, Shakespeare Road, Popley RG24 9BP



Inspection date	13 August 2019
Previous inspection date	6 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 committed and experienced management team is highly reflective and continuously looks at how it can improve the service offered to children and their families. It has high expectations and works closely with staff to consistently support good outcomes for children.
- Children have a wide range of opportunities to respect and understand the similarities and differences of people in the wider world. For example, staff listen to children, treat them as unique individuals and encourage them to share their cultures and traditions.
- Children behave well. They thrive in the calm atmosphere at the setting and develop good skills for learning.
- Staff know the children very well. They have a good understanding of children's starting points gained through discussions with parents and initial observations. Parents speak highly of the staff team and all complement the quality of the services the nursery offers.
- Staff monitor children's progress accurately and act promptly on any gaps in achievement. They work highly effectively with wider partnership agencies and ensure that children swiftly receive timely interventions and targeted support. All children, including those with special educational needs and/or disabilities (SEND) or who speak English as an additional language, enjoy their learning.
- Children develop strong and secure attachments with all members of staff. These help children to develop as confident, independent learners within the environment.
- Staff work hard to meet the individual learning needs of the children in their care. However, on occasions, some planned activities are not successful in challenging children of mixed abilities.
- Staff provide children with plenty of time to explore their environment and provide a lovely range of resources inside and outside. However, at times they miss opportunities to capture children's interests and engage them in activities, to help them make the best possible progress.

What the setting needs to do to improve further

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

- review some planned activities, to ensure that all children are appropriately challenged and eager to join in
- enhance systems for monitoring staff performance to more precisely identify where further support and professional development are needed to raise standards of practice and outcomes even further.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector held discussions with the manager, early years coordinator, children and staff at appropriate times during the inspection.
- The inspector conducted two joint observations with the manager.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have strong partnerships with other agencies to safeguard children. All staff attend regular child protection training and know what to do if they have any concerns about a child's welfare. Recruitment and induction systems are robust. They ensure staff are suitable and have a secure knowledge of their roles and responsibilities. The management team and staff support many vulnerable children and families with a wide range of needs. They assist parents effectively and help them to complete documentation and obtain funding. Staff work closely with parents and discuss children's learning at home and at the setting. This helps to ensure consistency in children's care and welfare needs, for example in dealing with different behaviours positively.

Quality of teaching, learning and assessment is good

Staff offer high levels of affection and support to all children. They complete precise assessments of children's learning and use these to identify their next steps. Babies enjoy a range of sensory experiences. For example, at the craft table, they have fun sticking and gluing and watch with fascination as glue drips onto the paper. They enjoy making marks in various ways and learn to use tools for a purpose, for example scooping sand into different containers. In the toddler and pre-school rooms, children enjoy making play dough and happily engage in mixing materials. They make independent decisions as to where they would like to play and enjoy making sandcastles alongside staff in the garden. Staff support children's communication and language well across the provision.

Personal development, behaviour and welfare are good

Children settle quickly and separate from their parents without hesitation. Staff place a high priority on ensuring children's health and safety. They supervise children vigilantly and implement very robust procedures to help ensure that they meet the welfare needs of all children. For example, staff receive training from community nurses and have care plans and protocols in place to ensure they can respond to any incidents or emergency medical situations that may occur without delay. Children have many opportunities to be physically active. They enthusiastically build large constructions and transport diverse objects, such as large tyres across the outdoor area, showing very good control of their movements. Children are independent and enjoy taking responsibility for tidying and cleaning, such as putting away toys before their snack. They show a good understanding of healthy lifestyles and demonstrate good manners throughout the day.

Outcomes for children are good

All children, including those with SEND or who speak English as an additional language, make good progress from their starting points. Children learn how to use simple equipment and explore different sounds. They demonstrate their perseverance, such as twisting puzzle pieces until they succeed, and engage in meaningful play. Staff are preparing children well for their next stage in learning and their eventual move on to school.

Setting details

Unique reference number	EY399397
Local authority	Hampshire
Inspection number	10074320
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	90
Number of children on roll	96
Name of registered person	Kids
Registered person unique reference number	RP900884
Date of previous inspection	6 June 2016
Telephone number	01256 464750

KIDS Day Care Nursery registered in 2009. It is located in Popley, Hampshire. Trustees act as the management committee for the nursery. The nursery is open Monday to Friday from 8am to 6pm, excluding bank holidays. There are 14 staff; of these, one holds a qualification at level 6, and 12 other staff hold qualifications at level 2 or above. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four.

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