

Inspection of Kangaroo Pouch Day Nursery

Bloxwich West Childrens Centre, Walsall WS3 2SF

Inspection date: 12 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day at the nursery. They show that they feel safe as they move confidently around their environment. Children develop secure and trusting bonds with their key person. Babies and toddlers are relaxed with familiar staff. They go readily to staff for reassurance and cuddles.

Staff promote children's learning and development well. They provide a stimulating and inviting learning environment, both indoors and outdoors. Staff initiate fun and exciting activities to capture children's attention. Older children in the pre-school room have started to develop friendships and use their imagination to play games, for example as they build an 'aeroplane' to 'fly to France'. Staff use simple descriptive language and help children to learn new words. For instance, they say 'under, before' and 'after' to challenge children to develop their emerging positional language.

Children are confident in choosing the direction of their play. They select from a range of interesting and age-appropriate resources. Pre-school children particularly enjoy mixing their own play dough and using it in their role-play games. Staff help babies and toddlers to learn how to use their senses to explore materials, such as sand, water, paint and foam. All children make good progress from their starting points.

What does the early years setting do well and what does it need to do better?

- The manager and senior staff are committed to the continual improvement of the nursery provision. They encourage staff to regularly reflect on what they do and how they teach. They help staff identify where they can be even more effective. The staff have adapted well to the challenges faced due to the COVID-19 (coronavirus) pandemic. Children enjoy a calm and well-organised environment.
- Staff interactions with children are warm, caring and nurturing. They are enthusiastic and praise children for their efforts and achievements. Staff have high expectations for children's behaviour. They encourage all children to learn and use good manners. This has a positive impact on children's confidence and self-esteem, and their readiness for learning. Children are well behaved and engaged in their learning.
- Staff have a good understanding of each child's learning needs and tailor activities to help all children make good progress. They structure the curriculum to support and build on what the children know and can already do. Staff are focused on closing any gaps in children's learning.
- Staff effectively support children with special educational needs and/or disabilities. They work closely with parents and professionals to provide a

consistent approach to understand children's needs and how best to support them. Achievable targets are set to promote the children's ongoing care and progression in their development.

- Children are supported well to develop a love of books. Staff provide inviting reading areas, and they are skilled at capturing children's interest in stories. Children listen intently as staff read stories in an animated way. Staff encourage children to participate and make predictions about what will happen next.
- Staff promote children's communication and language skills well. Older children confidently hold conversations with staff and describe past events. Children are fascinated as they examine dinosaurs 'trapped' in ice, and staff use effective questioning to extend conversations and build on children's learning. However, some staff do not consistently recognise the opportunities that arise during children's play to build on their understanding and learning in early mathematics.
- Staff understand the importance of promoting children's physical development. They provide good opportunities outdoors for children to play together and dance to music. Staff are skilled at supporting children's imaginations. Children pretend that they are travel agents. They are able to practise their early writing skills as they fill in their 'booking forms'.
- The staff team has developed close relationships with parents. Staff exchange information with parents regularly to keep them informed of their children's learning and progress. Parents speak highly of the nursery and say that they like the online system, which helps to keep them in touch with daily events and the routines for their children. However, staff miss opportunities to fully support parents to understand how they can extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues and have a secure understanding of the correct procedure to follow if they have concerns about a child. Staff can describe the signs and symptoms of abuse and know who the designated lead practitioners for safeguarding are in the setting. They have a good knowledge of wider safeguarding matters, including the 'Prevent' duty. Staff understand how to make a referral or contact other agencies if they have a concern about the behaviour of an adult. They carry out risk assessments to keep children safe. The manager has effective procedures in place for the recruitment, selection and induction of new staff.

What does the setting need to do to improve?

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

- increase opportunities to extend children's understanding and enjoyment of early mathematics

- develop further the exchange of ideas with parents about how they can support their child's learning at home.

Setting details

Unique reference number	EY550555
Local authority	Walsall
Inspection number	10143552
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 at time of inspection	0 to 4
Total number of places	49
Number of children on roll	50
Name of registered person	Kangaroo Pouch Limited
Registered person unique reference number	RP531190
Telephone number	07506888950
Date of previous inspection	Not applicable

Information about this early years setting

Kangaroo Pouch Day Nursery registered in 2017. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised. A joint observation was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the nursery manager.

We carried out this inspection 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.

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