

Inspection of Kangaroo Pouch Day Nursery

Rosehill Gardens, Willenhall WV13 2LX

Inspection date: 16 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle quickly into the daily routines of the nursery. They receive a warm welcome from the friendly, professional staff and develop close relationships with them. Before children start at the nursery, staff find out about children's likes, dislikes and the experiences they have at home. Children's artwork and photographs of their family members are thoughtfully displayed. This helps children to feel valued and supports their sense of belonging. Children's behaviour is good. They learn to talk about their emotions and staff have implemented effective strategies, such as breathing techniques, to help children to learn how to regulate their own behaviour. Children are happy and remain engaged in their chosen activities for long periods of time. Staff give children an abundance of praise and encouragement, helping to boost their self-esteem.

Children learn through an effective balance of adult-led and child-initiated activities. As a result, all children make good progress from their starting points. Children enjoy interesting activities that capture their curiosity. They develop a love of books from an early age. They sit in the quiet, cosy areas and carefully handle the books they have chosen to look at.

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

- The new manager and staff team have worked tirelessly to make improvements since the last inspection of the nursery. The manager carries out observations and supervisions of staff practice and provides regular, ongoing training to support their professional development.
- The manager has implemented an effective key-person system. This helps children to feel safe and develop secure attachments with staff.
- Staff plan activities based on children's interests and stage of development. They carry out regular observations to help them identify the progress children are making and what they need to learn next. Children with special educational needs and/or disabilities (SEND) are supported well. Staff work very closely with parents to ensure children with SEND make good progress.
- Staff speak calmly to babies and are attentive to their needs, providing cuddles and reassurance. Babies enjoy investigating the texture of sand. They watch intently as staff make marks in the sand and sing familiar nursery rhymes, helping babies to develop an understanding of language. However, some staff do not consistently support older children to pronounce words correctly to further support their communication and language skills.
- Staff encourage children to develop their independence. Babies are encouraged to feed themselves and explore a healthy range of finger foods. Older children serve themselves at mealtimes and learn to pour their own drinks.
- Children are supported well to develop their understanding of diversity. They

learn about different cultures, celebrations and festivals from around the world, such as National Zimbabwe Day and Martin Luther King Day. Children explore their creative skills as they make tiger masks to celebrate National Tiger Day.

- Staff provide children with opportunities to practise their physical skills. Children jump and balance with dexterity. They have lots of fun navigating an obstacle course as they balance and jump on tyres. They move their bodies in various ways. For example, they lie on the grass and pretend to move like a snake.
- Children listen with anticipation as staff explain how to make dough. They have fun adding the different ingredients and kneading the dough with their hands. Children excitedly exclaim that their hands are all sticky. Staff interact well with children as they play and explore. However, staff, occasionally miss opportunities to extend children's learning even further.
- Parent partnerships are strong. The manager and staff have introduced effective strategies, such as a secure online platform, to provide parents with details of their child's progress and the care they receive when at the nursery.
- During the COVID-19 (coronavirus) pandemic, staff maintained contact with parents and children. Parents speak very highly of the nursery. They say they feel well informed about their child's learning and development. Parents value the support and encouragement they receive to help them continue their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The new manager and staff team have a good understanding of their responsibilities to keep children safe. All staff have completed safeguarding training, ensuring children's safety and protection are a priority. Staff are aware of possible signs and symptoms that may indicate a child is at risk of neglect or abuse. Staff are mindful of wider safeguarding concerns, such as children being drawn into extremism. All staff are trained in paediatric first aid. The manager has a safe recruitment procedure in place to check the suitability of new staff and the ongoing suitability of existing staff. The manager and staff carry out daily risk assessments of all areas used by the children to ensure their safety is paramount.

What does the setting need to do to improve?

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

- support staff to recognise opportunities to extend children's learning even further
- help staff to support children's communication skills and model more accurately the correct pronunciation of words.

Setting details

Unique reference number	EY549338
Local authority	Walsall
Inspection number	10144580
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	33
Number of children on roll	24
Name of registered person	Kangaroo Pouch Limited
Registered person unique reference number	RP531190
Telephone number	07506888950
Date of previous inspection	16 January 2020

Information about this early years setting

Kangaroo Pouch Day Nursery registered in 2017. The nursery employs nine members of childcare staff. Of these, seven hold an appropriate early years qualification at level 2 or above, including five who hold level 3 and one who holds level 5. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. It offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

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 manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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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