

# Inspection of Klas Childrens Day Nurseries

The Farm House, Bell Plantation, Watling Street, Towcester, Northamptonshire  
NN12 6HN

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Inspection date: 11 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	GoodGood
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly when they arrive at nursery. They respond positively to the comfort and reassurance staff give them. Children are interested in the toys and activities and they are eager to play. They are confident to explore and try new experiences. For example, children feel the different textures of paint, compost, conkers and pumpkins and are excited to create and mix 'potions' in the water tray.

Children concentrate well during the activities they choose for themselves and those where they engage with the staff. Babies reach out for toys, persisting until they are successful in grabbing hold of the toy they want. Two-year-old children find the pieces to simple jigsaws and smile at staff when they successfully join them together to make the picture. Pre-school children enthusiastically join in with staff during familiar songs, copying them as they hop and jump.

Children know the daily routines at nursery. Babies and toddlers settle readily to sleep and wake happily, putting their arms up to staff for a cuddle. Pre-school children help to lay the cutlery out on the table before mealtimes. Children behave well and they are confident to approach staff to indicate or ask for things they want.

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

- The management and staff team work well together, staff say that they feel supported by the manager. Staff are encouraged to keep their knowledge up to date through team discussions and training courses. Staff do have supervision meetings to discuss their professional development and they begin to identify their targets for improvement. However, the support the manager gives to less-experienced and less-confident staff is not sufficient to help them consistently implement the curriculum. Therefore, children receive varied experiences in their learning.
- Staff get to know the children well and they play with children in a meaningful way. Staff talk to children and broaden their vocabulary. They say the names of the dinosaurs children play with and praise children when they repeat the name.
- Staff understand the importance of children having access to books. Babies enjoy choosing picture books for themselves and lay down on the cushions to look at them. They turn the pages and look at the pictures. Staff spend time reading stories to children and refer to books during activities to enhance children's interest and learning.
- Staff develop positive working partnerships with children's parents. Staff find out from parents about what children do at home and they use the information to plan activities to widen children's experiences. For example, staff plan a broad range of activities outdoors and messy play activities for children, who have

fewer opportunities to do this at home.

- Staff are effective in meeting children's needs. They have daily discussions with parents to check on anything they need to know for that day, and they follow babies' home routines for feeding and sleeping wherever possible. Children develop secure emotional attachments to staff and the key-person system is effective, to ensure children have a consistent familiar face when they are new and settling in. The staff's positive and encouraging involvement with children promotes children's feelings of well-being and belonging.
- Children are learning about the benefits of a healthy lifestyle. They play outside in the fresh air, enjoy the healthy meals and snacks, and have access to drinking water, so they do not become thirsty. Although staff help children to be independent in some aspects of the daily routine, the support for pre-school children and two-year-old children to develop independence is, occasionally, inconsistent in fully preparing them for the next stage in their learning.
- Staff know where their key children are in their learning. They plan activities that build on and extend children's knowledge. Staff use the available space well and provide interesting toys and resources that encourage children to be motivated and eager to explore.
- Staff successfully support children through their positive involvement with them, to be curious and to know what is expected of them. Staff speak respectfully to children and children listen to staff when they gently remind them about the expectations for behaviour and to be thoughtful of their friends.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand the nursery policy and procedures for keeping children safe and protecting their welfare. Staff know how to record any child protection concerns that arise and that they must report these to the relevant agencies. Staff take part in training and discussions to ensure their knowledge remains up to date. Staff keep children under close supervision during play and they make regular checks on children who are asleep. Risk assessments are effective and prompt action is taken to minimise any identified hazards. The management team have suitable arrangements in place to check the suitability of new staff and existing staff.

## **What does the setting need to do to improve?**

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

- use more opportunities that arise in the daily routines to enhance children's developing independence skills
- extend the support for less-confident and less-experienced staff to ensure their knowledge of their role in delivering the curriculum and how children learn is secure.

## Setting details

<b>Unique reference number</b>	EY277096
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10206385
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	70
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Klas Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP522654
<b>Telephone number</b>	01327 358876
<b>Date of previous inspection</b>	27 October 201727 October 2017

## Information about this early years setting

Klas Childrens Day Nurseries registered in 2003 and is managed by a limited company. It is situated in Towcester, Northamptonshire. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications between level 2 and 6, including one with early years teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Eastwell

## 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 manager and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The manager and inspector completed a learning walk together to help the inspector understand the intent for the curriculum for the children.
- The inspector held a meeting with the nursery manager to discuss the leadership and management of the nursery. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number 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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