

Inspection of Kangaroo Pouch Day Nursery

Bloxwich West Childrens Centre, Walsall WS3 2SF

Inspection date: 3 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident. They clearly have fun and enjoy their time at this welcoming and nurturing nursery. Children enthusiastically engage in the wide range of exciting activities and experiences on offer. Staff provide children with nutritious meals and snacks containing a variety of fresh fruit and vegetables. They have great fun outdoors as they join in musical games. They listen intently as they follow instructions to jump, crawl, run and stop. Children demonstrate their developing independence. For example, babies feed themselves, two-year-old children learn to put on their own coats and older children serve their own snacks and pour their drinks independently. Children are kind to each other. They play cooperatively and help when they see others struggle. For example, they assist their friends with putting on their coats. Children learn to follow rules and routines and develop good social skills. They develop strong, appropriate bonds with the kind and caring staff.

Children's mathematical skills are promoted well. Throughout the nursery, children learn to count, recognise shapes and numbers and solve simple addition and subtraction calculations. They display 'try again' attitudes during more complex tasks, such as when learning to use scissors. All children, including children with special educational needs and/or disabilities (SEND), 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 knows what skills, attitudes and knowledge children need to learn in readiness for their move on to school. She has devised a broad, ambitious curriculum that covers all areas of learning. The manager ensures that any additional funding received by the nursery is used to benefit those for whom it is intended.
- All staff, including apprentices, receive a high level of support to continually develop their professional skills and knowledge. They benefit from a wide range of training opportunities and receive regular supervision and coaching.
- The staff and managers have high expectations for all children. Key persons know each child's specific care and learning needs. They use this knowledge to help children to make progress in all areas of learning. However, in the absence of key persons, cover staff and staff new to the rooms are not always fully aware of what children need to learn next, which hinders children's progress during these times.
- Support for children with SEND is a strength of the nursery. The special educational needs coordinator works closely with staff, parents and other professionals to target support for these children, including one-to-one support. This helps to ensure they get the help they need to make the progress they are

capable of.

- Staff manage children's behaviour effectively. Older children are kind and include others in their play. Two-year-old children share and take turns. Babies happily pass toys to one another.
- Staff working with babies ensure they receive the support and attention they need. They respond quickly when babies are hungry, tired or just want a cuddle. The carefully considered layout of the environment helps to promote babies' developing mobility.
- Staff place a strong focus on promoting speech and language. They use good questioning skills and introduce new vocabulary as they engage children in many discussions. Staff working with babies constantly talk to them. They comment on what babies are doing and respond to their babbles and sounds. This reinforces that babies' vocalisations are important and convey meaning. However, staff do not consistently encourage children to only use their dummies when upset or resting. Furthermore, they do not share with parents the impact dummies can have on younger children's communication and language development.
- Managers place a high priority on the health and well-being of the staff. They engage regularly with staff and understand the pressures on them, including their workload. Staff say they appreciate the high level of support they receive from management.
- Staff know that small-muscle development is essential before children develop the ability to write effectively. They include a wide range of opportunities for children to develop these skills. Children push, roll and squeeze dough. Younger children use paintbrushes and soft balls to make marks with paint. Older children use pencils with increasing control and begin to form the letters of their name.
- Partnerships with parents are strong. Parents are very complimentary about the staff. They appreciate the feedback they receive about their child's development and the ideas from staff about how they can enhance their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of the possible signs and symptoms that may indicate a child is at risk of harm. They know the relevant agencies they need to contact in the event of a concern about a child or the conduct of a member of staff. Adult-to-child ratios are maintained as required. Staff complete regular risk assessments to ensure the environment and resources are safe for children to use. Staff supervise children at all times. Managers have robust recruitment procedures in place to help to ensure that staff are suitable to work with children. Staff support children to keep themselves safe. For example, children know how to use scissors safely.

What does the setting need to do to improve?

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

- strengthen information sharing between staff so that all adults working directly with children have a secure understanding of children's learning needs
- support children to only use their dummies at appropriate times during the day.

Setting details

Unique reference number	EY550555
Local authority	Walsall
Inspection number	10279529
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	72
Name of registered person	Kangaroo Pouch Limited
Registered person unique reference number	RP531190
Telephone number	07506888950
Date of previous inspection	12 August 2021

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 appropriate early years qualifications at level 2 up to level 3. The nursery opens from Monday to Friday, 7.30am until 6pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector carried out a number of joint observations with the manager to evaluate the impact of teaching on children's learning.
- Parents spoke to the inspector and gave their views of the nursery.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector held meetings with the manager, nominated individual and area manager.
- The inspector looked at relevant documentation and evidence of staff suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023