

# Kids Community Nursery

Inspection report for early years provision

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**Unique reference number** EY274994  
**Inspection date** 07/04/2011  
**Inspector** Fiona Robinson

**Setting address** Cherry Tree Walk, Redditch, Worcestershire, B97 6PD

**Telephone number** 01527 597200  
**Email** info@kidscommunity.co.uk  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Kids Community Day Nursery registered in 2004 and is part of a children's centre. It operates from a self-contained purpose built nursery unit within the grounds of Batchley First School in Redditch. All children have access to an enclosed outdoor play area and have the use of the outdoor environment of the host school. The nursery serves families and children in the local community and surrounding areas.

The nursery is open each weekday for 50 weeks of the year. It is open from 8am until 6pm. Children attend for a variety of the sessions on offer. A maximum of 47 children aged under eight years may attend at any one time. Currently there are 58 children on roll, all of whom are in the early years age group. The nursery receives funding for early education places. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 11 staff who work with the children. Of these, one holds a primary foundation degree; one holds a National Vocational Qualification (NVQ) at level 4; four hold NVQs at level 3; one holds a NVQ at level 2 and is working towards a NVQ at level 3; and one is working towards a NVQ at level 2. The nursery receives support from the local authority and a Children's Centre support teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming, fully inclusive environment and achieve well. There are excellent links with parents and carers, the host school and the Children's Centre, and information is shared very effectively. Children behave very well and staff are very skilled at increasing their understanding of keeping healthy. The manager and staff have a good knowledge of the nursery's strengths and areas for improvement, such as developing information and communication technology resources. Staff embrace the process of self-evaluation and there is a good commitment to continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of information and communication technology and programmable toys in activities to support children's learning
- develop children's problem solving skills and scientific investigation in the indoor and outdoor environments.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is good because staff have a good awareness of safeguarding and child protection issues. There are rigorous staff recruitment and vetting procedures in place to check the suitability of staff and adults working with the children. Security within the nursery is good because children are well supervised in the indoor and outdoor environments. Risk assessments are carried out daily and recorded effectively to minimise hazards. Collection procedures are robust and followed carefully by staff and parents. Well documented policies and procedures are regularly reviewed and fully implemented to ensure children's safety. Fire evacuation procedures are practised regularly to familiarise both staff and children with the routine. Resources are tidily stored away and are safe and suitable for use by the children.

Partnerships with parents and carers are outstanding. They are kept very well informed of special events and new topics through informal discussion, regular newsletters and the parents' notice board. Diary sheets keep parents updated on the daily events, routines and progress of the children. Feedback is extremely positive and parents say their children are well cared for in a bright, stimulating environment and staff help, support and encourage them to achieve well. Parents' views are listened to with sensitivity and acted on. Key staff monitor children's achievements and progress carefully. They share the children's learning records with parents on a regular basis and more formally at consultation meetings. Partnerships with the host school are outstanding and the nursery benefits from the use of the outdoor environment. Information is shared very effectively with outside agencies, the host school and the Children's Centre. Staff are very experienced in caring for children with special educational needs and/or disabilities, and access training and advice to support them well in their learning.

The nursery is well led and managed. The manager and staff meet regularly as a team to discuss planning and assessment and they value the views of parents and carers when considering areas for improvement. Good progress has been made in addressing the recommendations of the previous inspection. In particular, children's independence is promoted well within daily routines and play activities. There are good self-evaluation procedures in place and continuous reflective discussion and evaluation takes place. Staff plan activities carefully to ensure the full involvement of all children in indoor and outdoor play. Staff actively promote equality and diversity in the nursery to an outstanding level. Great care and sensitivity is shown towards children with special educational needs and/or disabilities, and those who speak English as an additional language. Effective use is made of a good range of resources to meet children's needs in most areas of learning. However, planning shows that opportunities for children to solve problems and develop their scientific investigative skills are more restricted in the indoor and outdoor environments. There is a limited range of information and communication technology resources, which impacts on children's choice of activity in this area. Activities are on the whole carefully planned, well resourced, regularly monitored and realistic targets are set for the children. Staff are well supported to

improve their skills and regularly attend training opportunities to enhance their expertise and qualifications.

## **The quality and standards of the early years provision and outcomes for children**

There is well organised, safe and purposeful indoor and outdoor play for the children. Staff have a clear, comprehensive understanding of the children's interests and build these into the activities. Children are keen to come to nursery and achieve well. Themes such as 'Countries Around the World' , 'Spring' and 'Space' enrich and enhance their experiences. These result in colourful displays featuring children's artwork based on topics such as Africa, Australia and India. These make the environment colourful, bright and welcoming.

Children are very well behaved and are fully aware of the boundaries set. Staff are excellent role models with very high expectations. Children are very polite and friendly and cooperate extremely well with their peers. They show great care for their environment and actively engage in recycling. They are very proud of their development of the planting, growing and sensory area outdoors. Festivals, such as Diwali, Christmas, Australia Day and the Chinese New Year give the children an outstanding appreciation of other cultures, lifestyles and customs. Staff and visitors talk to the children about life in China and they practise their Chinese writing and taste food in their Chinese restaurant.

Children develop an excellent understanding of keeping themselves healthy. They explore the tastes of a wide range of different foods at snack times. They grow their own vegetables, such as leeks, tomatoes, courgettes and carrots. They use equipment safely as they make potato and leek soup and bread rolls. They make healthy choices at breakfast time and snack time and enjoy freshly cooked nutritious meals at lunchtime. Excellent routines are established in the baby room. Children's physical skills are developed well and the older children have valuable opportunities to practise their balancing and climbing skills, and ride their tricycles and pedalled vehicles outdoors. They develop a good understanding of keeping themselves safe and benefit from talks on safety from the police and fire services. They share equipment sensibly and help to tidy resources away.

Children enjoy coming to the nursery and achieve well in their activities. There are good opportunities for physical play in the baby room and the 'tweenie' room for two to three-year-olds. Effective use is made of soft play resources and music and movement within the daily routines. Children develop their creative skills well. The pre-school children print colourful African wall hangings and paint interesting silhouette pictures of African sunsets. They create a colourful collage about the story of an enormous turnip and enjoy answering questions based on this. Children design Rangoli and Mehndi patterns for their display on India and take pride in their work. They are keen to build dens and enjoy going on bear hunts. Their communication, language and literacy skills are developed well through their work on sounds and letters. Overall, children are prepared well for future learning experiences.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met