

# Kinderworld Bournemouth Day Nursery

6 Knyveton Road, BOURNEMOUTH, BH1 3QN

<b>Inspection date</b>	21/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The management and staff have a clear drive for continuous improvement, effectively evaluating and monitoring the nursery, which benefits children.
- Partnerships with parents and other professionals are highly effective in providing for children's needs. There are well-established systems for frequent information exchange between parents, external agencies and staff, promoting continuity of care and learning.
- A well-established key person system means that staff have a good understanding of children's individual needs and routines, enabling them to support children's well-being and independence effectively.
- Children's communication and language is fostered well. The staff's positive interaction and modelling of new words successfully builds on children's vocabulary.
- Systems of observation, assessment and planning work well and support the staff in providing a varied and interested range of activities that are adapted to suit the individual needs of each child, helping them make good progress in their learning and development.

### It is not yet outstanding because

- At times, the organisation of routines do not always run smoothly, which means

children are kept waiting around, such as when coming inside after allocated outdoor play time.

- Staff do not always use books effectively to provide children with access to a varied range of age appropriate resources to help enrich children's learning and development.

### **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### **Inspection activities**

- The inspector observed the activities in all the playrooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector held meetings with the manager and completed a joint observation with one of the deputy managers of the setting.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation

### **Inspector**

Dinah Round

## Full report

### Information about the setting

Kinderworld Bournemouth Day Nursery first opened in 1997 and re-registered as a limited company in 2013. It operates from a converted hotel, close to Bournemouth town centre, in Dorset. The five rooms are on two levels, which are divided into different age groups, with all children having access to the outside play areas. The nursery has two guinea pigs in a cage outside.

The nursery is registered on the Early Years Register to care for children in the early years age group. Children attend for a variety of full and half days, and there are currently 94 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery support children with special educational needs and/or disabilities and children learning English as an additional language.

The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. A team of 23 staff are employed to work directly with the children, of these, 16 hold early years qualifications to level 3 and 2 staff have early years qualification at level 2. The manager and deputy have a degree in Early Years and hold Early Years Professional Status. The nursery also employs a cook and a maintenance person. The nursery follows the Bournemouth Quality Standards.

### What the setting needs to do to improve further

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

- make better use of books so they are linked to children's age and stages of development to help extend their learning experiences.
  
- review the organisation of routines so changes in the activities run smoothly and children are not kept waiting during these times.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are happy and content. They are keen learners and come into the nursery quickly, settling into a chosen activity. Staff link closely with parents and carers to gain a good understanding of children's individual abilities, preferences and routines. This enables staff to offer tailored support for children from the start, helping children feel safe so they are ready to learn. Well-planned, stimulating play activities and experiences cover all areas of learning and promote children's active learning. Staff regularly observe

children in their play to help them successfully monitor children's progress and identify their next steps. They collate the information in each child's individual progress folder and use it effectively to inform future planning. As a result, children are making good progress in their learning in relation to their starting points. Parents are fully involved in their child's learning through receiving regular updates about their child's learning and development. This is through the well-established routes for exchanging information, such as informal discussions at handover times and use of a daily communication book. Staff organise formal meetings to provide opportunities to discuss children's records in more detail with parents. They offer suggestions for activities that parents and children can do together at home and invite parents to join in specific activities at nursery, such as the 'sing, stay and play' session.

Children are confident and demonstrate they are developing good skills for the future. The pre-school children are motivated to learn as they engage in building their own train track. Skilled staff interact positively to stimulate the children's interest and challenge their thinking. They ask children 'what can we use to fix it?' when the track is broken. The children gather their tools and use their own ideas to work out they can use a hammer, telling their friends 'I've fixed it'. Staff help to further children's learning by continuing to encourage children to find ways to solve problems and explore their ideas. This captivates children's imagination and helps develop their problem solving skills. Staff introduce some positioning language, as children move the trains on the track, such as 'under' and 'over' to extend children's learning. This develops children's understanding of mathematical concepts.

Children's communication and language development is a high priority. Staff working with young children, regularly model language and children vocalise in response. Children have fun as they join in songs and rhymes, smiling and giggling with excitement as they clap their hands and to the actions for 'bubble bubble pop' rhyme. When a group of children discover a worm outside, it generates lots of excitement and staff spontaneously sing the 'wiggly, wiggly worm' rhyme. This introduces children to sounds and rhythms helping develop their language skills. Staff make effective use of pictorial signs and simple sign language, to encourage children who are learning English as an additional language to communicate. Some staff talk with children in their home language, which means that the children hear both languages and this aids their communication and understanding. Books are freely accessible throughout the nursery, both indoors and outdoors. However, staff do not always use books well. For example, books put out for pre-school children do not include a range of both fact and fiction, and outdoors books provided are geared to younger aged children. This reduces opportunities for children to explore a full range of books to enrich their learning experiences. Children have fun as they join in sensory play activities and investigate the various mediums and materials. Young children are fascinated as they use their fingers to explore the feel of the paint and the texture of the sand. Pre-school children have fun pressing, rolling and manipulating the clay to make different shapes. Children concentrate carefully as they build their models from construction resources and confidently tell others they have made 'a super, duper, ice cream machine'. This allows children to use their imagination through play activities and helps to promote their physical development.

## The contribution of the early years provision to the well-being of children

The nursery operates an effective key person system to support children's emotional welfare. This means children are cared for by familiar staff, helping children develop secure attachments. When children move up to another room in the nursery, the good information sharing with the child's new key person, means that children are well supported during the changes. This helps children to feel safe and secure. Staff follow the individual routines of the younger children so they remain comfortable and content. They recognise when the children are ready for their morning sleep and offer support so that the children settle quickly. Staff make sure that all children feel included and are valued. There are displays of photographs of the children's family members, helping children develop a strong sense of belonging. Children behave well. Staff use effective behaviour management strategies to help children learn about boundaries and behaviour expectations. They explain to children about sharing and taking turns in the activities, making use of visual props to help children understand. For example, they remind children that when the timer is finished, it is another child's turn to use the computer. Children are cooperative at tidy up time and eagerly find a job to do. Staff acknowledge their help and praise children, helping build children's confidence and self-esteem.

Good security measures are in place to make sure that no one can enter the premises uninvited. Staff are clear of their role in providing a safe environment for children. They complete risk assessments on the premises and for any outings, to help them identify and minimise risks to children. Pre-school children take part in activities to help them gain an understanding of safety issues around the nursery. They use laminated pictures of specific areas of the premises and tick off that areas are safe. This raises children's awareness of the risks in the environment including how they can keep themselves and others safe. Children of differing age groups benefit from having their own separate rooms. This means they are able to move around freely and safely in their play. Staff are deployed effectively to make sure that children are well supervised at all times. As younger children use the stairs and steps to go outside, staff are close by to make sure that the children are safe. Staff promote children's good health well. Children show increasing independence in their personal care, as they are encouraged to wash their hands by themselves and serve their own food. Hot lunches cooked on the premises are adapted to cater for any specific dietary needs and preferences. Some parents choose to provide the children's food and staff make sure this is clearly labelled and stored safely in the fridge. Children learn good habits as staff teach them to clean their teeth after eating. This helps keep children healthy. The nursery is part of the local authority Healthy Early Years (HEY) Project and they continue to use the project to support children in developing healthy lifestyles.

Children benefit from the welcoming and enabling environment that provides a wide range of good quality play equipment. Resources indoors and outdoors are arranged to promote children's independence skills and allow children to make their own choices about play. This enables children to follow their interests, which adds to their enjoyment. Good use is made of the stimulating outdoor play space, providing children with regular fresh air and exercise. Children show good control as they push wheeled toys around and take part in a game of hopscotch, balancing as they jump on the numbers mat. This promotes children's

physical development and encourages them to learn new skills.

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

The management and staff have a good understanding of the Statutory framework of the Early Years Foundation Stage safeguarding and welfare requirements. Staff are familiar with the nursery safeguarding policy and the majority of staff have attended safeguarding training to help them identify any concerns promptly. Staff are clear of their role to promote children's safety and understand the procedures to follow if they have a concern about a child in their care. Comprehensive recruitment and vetting arrangements are followed to check that staff are suitable to work with children. Policies and procedures, alongside the required documentation, help to support children's safety and welfare. All records are easily accessible and stored securely to maintain confidentiality.

The management team provide strong leadership to the well-qualified and motivated staff team. As a result, staff work well together to provide consistency and good support for the children. Overall, the sessions run smoothly and children know the daily routines. Although, on occasions, organisation of some routines is not always effective and as a result, the older children are kept waiting, such as when coming in from outdoors. All new staff have an induction, and this, alongside regular supervision means staff have a clear understanding of their roles and responsibilities. The management have a strong focus on staff training and development, enabling staff to access training to help them increase their knowledge to benefit children.

The nursery management and staff team have a clear drive for ongoing improvement, using various methods to help them reflect on the provision effectively. They regularly assess the success of activities and areas used by the children, actively taking steps to adapt the layout to provide children with communication friendly spaces. Assessment arrangements are effective and used well to monitor children's progress. Staff have implemented systems to complete the progress checks for two-year-old children, fully involving parents in the process. A system for monitoring educational programmes is lead by a senior member of staff, who supports staff in how they can extend children's learning and further develop activities. This contributes towards children receiving interesting and varied learning experiences, helping them progress in their learning and development. Parents are encouraged to provide feedback about the nursery and any ideas of ways to improve the provision welcomed. For example, following a suggestion, the nursery purchased reflective bands/tabards for children to use when out on walks.

Partnerships with parents and others involved in children's care are excellent. This makes sure that children receive the support they need and provides continuity for their care and well-being. The Special Educational Needs Coordinator (SENCO) is clear of her role and liaises closely with staff and parents to share information, so any specific programmes can be followed at home and at the nursery. This helps to provide consistency for children. Staff help prepare older children to get ready for their move onto school by encouraging them to become increasingly independent. Parents receive a substantial amount of

information about the nursery through the parent pack, the nursery website and regular newsletters. The notice boards around the nursery provide additional information and photographs of the activities children's take part in. Parents comment positively about the nursery and that staff are 'very friendly' and that they 'feel really well informed'.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY463835
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	934773
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	55
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Kinderworld DayNursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01202290103

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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