

Key Day Nursery

47-49 London Road, CHIPPENHAM, Wiltshire, SN15 3AJ

Inspection date	02/07/2014
Previous inspection date	05/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff relationships with children are loving and warm. Consequently, children feel safe and secure in the nursery environment.
- Staff have a good understanding of how children learn. They plan for individual children's needs so daily activities are stimulating and fun and help children make good progress.
- Partnerships with parents and external agencies are effective in providing support for all children and their families.
- Staff encourage children to be independent so they are becoming well prepared for school.
- Good communication between staff and management ensures consistently good practice in all areas of the nursery.

It is not yet outstanding because

- Staff do not consistently incorporate mathematical language during play for younger children to encourage their developing interest in numbers, shape and size.
- Staff do not provide sufficient opportunities for babies to explore and investigate natural play materials indoors, so their experience of sensory play are not enhanced.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector made observations of staff interactions with children.
- The inspector held discussions with staff and manager.
- The inspector sampled documents including, policies, staff files, children's records and planning.
- The inspector spoke with parents and took their views into account.
- The inspector completed a joint observation with the manager.

Inspector

Gina Chamberlain

Full report

Information about the setting

Key Day Nursery opened in January 2000 and has recently changed ownership. The nursery operates from a converted house in the centre of Chippenham in Wiltshire. Children have access to a fully enclosed outside play area. The nursery is open 7.30am until 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 76 children aged between six months and five years old on roll. The nursery is in receipt of funding for children aged two, three and four years. Staff provide support for children with special educational needs and/or disabilities and those for whom English is an additional language. A total of 16 members of staff work with the children, some on a part-time basis. Of these, 14 hold relevant early years qualifications. The nursery receives support from the local Early Years Team and is a member of the Pre-School Learning Alliance, the National Day Nurseries' Association and Bristol standards.

What the setting needs to do to improve further

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

- extend children's learning by incorporating mathematical language during play, with particular regard to those aged between two and three years
- increase opportunities for babies to explore natural materials and equipment in the indoor learning environment to develop their curiosity and need to explore the world around them.

Inspection judgements

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

Children in the nursery are happy, content, and confident, reflecting the positive relationships between staff and children. A large and varied array of toys and equipment are kept at child height, enabling children in every room the freedom to make choices about their play. To make the most of the learning experiences during free play, staff create adult-initiated activities in different areas of the room. For example, the home corner table in the toddler room was laid out with play food for the children to enjoy using their imagination during a pretend mealtime. These opportunities enhance children's imagination and encourage their social and language development.

Toys are bright and colourful and staff label the boxes to encourage children's early letter recognition. However, there are few natural materials and equipment indoors, to enable babies to experiment, explore, and develop their curiosity through their senses. Staff

across the nursery show enthusiasm and interest as they talk to the children. They offer continual praise, encouragement, and recognition for good behaviour and achievements. This level of interaction helps to raise children's self-esteem and confidence and is reflected in the good behaviour of the children throughout the nursery.

Staff have a clear understanding of the Early Years Foundation Stage and the need for individual planning to suit the needs of a variety of children. This is reflected in the children's learning journals that show their good progress. Staff observe children during play and incorporate the things they most enjoy into their weekly planning. For instance, during morning activity one particular group were taken outside, as this is something they had shown a preference in doing.

Staff organise adult-led activities for their key children on a daily basis. These activities are organised daily and timed to suit the level of concentration for each age group. Early number language is included for younger children as they count the stairs going up and down and enjoy rhymes such as 'Five current buns in the baker's shop'. However, staff do not always use mathematical language to extend younger children's understanding of shape, size and position.

Children aged two and over join with pre-schoolers everyday as they choose to play indoors or outside. The children embrace this time of day by moving freely and confidently to areas or toys of their own choosing. The combination of the two age groups during this time offers good opportunities to encourage children to socialise. Younger children have the opportunity to get to know other staff. This enables them to settle quickly when to time comes to move up to the pre-school. Staff interact with the children during play using carefully chosen questions that allow the children to think and explore. For example, when a child is playing with a large duck in the garden, he is asked where the duck might like to go? The child answers 'the water' and makes his way to the water tray to place it inside.

Staff introduce pre-school children to letters and sounds. Children successfully match the sounds to letters, and staff extend their learning. For example, children sing about the days of the week and take turns in matching the correct words on the board. Staff support children with additional needs very well, liaising closely with parents and external agencies. They tailor individual learning plans and support, to suit the specific needs of the children in their care, so they make steady developmental progress.

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

There are effective key-person systems throughout the nursery. Consequently, children create secure bonds with familiar adults. Staff are loving and affectionate with the children, and as a result, children are able to build good relationships with special people.

Staff encourage children to take turns and share at all times, allowing the children to begin to build skills in co-operation. Children understand the expectations in helping to tidy away their toys and are reminded of this each time a 'tidy up' song is played.

Pre-school children are beginning to gain skills in independence. They serve their own snack at specific times of the day, go to the toilet alone, and help themselves to drinking water. They are also beginning to understand the order and routine of the day. For example, children dutifully place their used cups onto a tray to be cleared away after drinking. Staff promote good hygiene practice and children know to wash their hands before meals times and after they have used the toilet.

Staff offer children good opportunities for physical exercise and play inside and outdoors. The outdoor areas provide ride-on toys, trucks and a climbing unit. Visits to local parks also allow children to enjoy activities and facilities outside of the nursery. Children enjoy movement during games, rhymes, and dancing, indoors. Staff keep children safe and secure, especially on outings due to their good knowledge of risk assessments and safeguarding procedures.

Staff consider children's emotional well-being and happiness throughout the day. Displays and pictures of emotions on the wall enable staff to hold discussions about how the children feel at circle time. Staff provide praise and acknowledgement throughout the day to boost children's self-esteem and stickers are used to reward good behaviour. Staff are quick to reassure children who may be slow to settle in the morning and comfort those who are feeling unsure in certain situations.

Positive reflections of a variety of cultures and nationalities are shown in displays and toys in playrooms. Children and parents with additional languages are made to feel welcome by introducing books translated into their own language or through support provided by translators during important meetings.

Staff keep parents well informed about their child's key person and parents speak highly of the quality of care their children receive. They acknowledge that staff tailor personal support for children who may be unsettled or those with medical needs.

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

The manager and staff work well as a team and consequently the quality of teaching and care is consistently good throughout the nursery. Management and staff assess and evaluate their practice to help ensure the level of teaching contributes to the children consistently reaching their expected developmental goals.

Recruitment procedures are robust and all staff benefit from good induction when they first This includes their understanding of the policies and safe practices of the nursery. In-house training and staff meetings occur regularly and certain members of staff including the manager are responsible for updating other members of staff in areas such as safeguarding children. Consequently, staff understand safeguarding procedures and know what to do if they are concerned about a child. Most staff hold first aid certificates and management encourage continual professional development, with many staff obtaining specific childcare qualifications during their employment

The manager has ongoing plans for improvements and developments within the nursery, including ideas in how to encourage parents to become more involved in the learning journals of their children. There are also plans to adapt and extend the outdoor play areas. Previous plans for improvement, such as joining the two age groups to enable children to choose to play indoors or outside, have proven to be a great success.

Management and staff have good partnerships with parents, external agencies, and local schools forming a bridge from carer to carer. This helps to ease the move from one setting to another and aims to keep continuity in the approaches to care and education for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY404365
Local authority	Wiltshire
Inspection number	831308
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	76
Name of provider	Rajendra Kumar
Date of previous inspection	05/05/2010
Telephone number	01249 653547

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

