

# Kids Community Nursery

Cherry Tree Walk, Redditch, Worcestershire, B97 6PD



## Inspection date

9 April 2015

Previous inspection date

7 April 2011

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

## Summary of key findings for parents

### This provision is good

- The staff's consistent, accurate observations and assessments ensure they have a sound knowledge of each child's progress and individual learning and development needs. They ably follow these up in their planning of activities and adapt their teaching to take account of each child's interests, abilities and learning priorities.
- Babies and children enjoy learning. They are increasingly attentive and purposeful, readily responding to the enthusiastic staff. Staff offer babies and children varied and interesting experiences during which they effectively promote their involvement, develop their speech and encourage their critical thinking.
- Babies and children flourish. They are well cared for by attentive, encouraging staff so they grow in confidence and relish exploring in the welcoming surroundings.
- There is exemplary provision for children who have special educational needs and/or disabilities or who speak English as an additional language. Staff skilfully work with families and other agencies to put in place well-targeted support and effective strategies to help these children to make good progress.
- The provider and senior staff draw on their considerable expertise to fully safeguard children. They work conscientiously with other agencies and families to improve vulnerable children's safety and welfare. All staff complete safeguarding training and know what to do if they have any concerns about a child's welfare.

### It is not yet outstanding because:

- Occasionally, staff are not proactive about involving parents and carers in discussing and planning for their children's next steps for learning.
- Children enjoy regular and varied outdoor learning experiences. However, there is scope to extend these to offer them more challenging physical play and additional opportunities to explore natural materials and their surroundings.

## What the setting needs to do to improve further

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

- extend the already good information sharing with parents by involving all of them at an early stage in discussing and planning for their children's next steps for learning
- enhance children's learning outdoors by further developing the outside area and range of facilities to provide them with even more varied and challenging physical and exploratory play.

### Inspection activities

- The inspector observed activities in two indoor play areas, the outside area and carried out a joint observation with the provider and deputy manager.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the provider, deputy manager and special educational needs coordinator.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written feedback to the provider.
- The inspector looked at and discussed the provider's self-evaluation form and her plans for improvement.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.

### Inspector

Rachel Wyatt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Babies and children make good progress. Staff plan rewarding, relevant activities and resource enthusiastically foster their purposeful learning. They develop children's ideas, imagination and curiosity. Staff interact well with children, fostering their attentive listening, turn taking and cooperation. They adeptly develop children's speech and vocabulary and give them a good grounding in early mathematics and literacy. Overall, parents are well informed about their children's learning. They are encouraged to tell staff about their children's interests and to follow up activities at home. Most parents and staff discuss their children's development. For example, individual key persons and parents jointly review the progress made by children aged two years or who have special educational needs and/or disabilities. Parents are also invited to activity mornings or evening meetings to talk to staff. However, arrangements are not always clearly defined for exchanging information with parents who do not attend these events.

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

High priority is given to ensuring babies and children settle well, are happy and develop the social skills needed for their future learning. Approachable, kind staff readily reassure and praise children so they grow in confidence, feel valued and want to do well. Children behave well because staff ensure they know what is expected of them and what is happening next. They use fun, positive ways to help young children to get on well and to be kind and helpful. Staff conscientiously promote babies' and children's good health, comfort and hygiene. They ensure children enjoy nourishing meals, are active and have regular outdoor play. Staff support them in becoming increasingly independent in seeing to their self-care. For instance, babies feed themselves and older children become adept at getting dressed, going to the toilet unaided and washing their hands properly.

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

The provider and staff work well together to ensure children are supervised, sessions are rewarding and care routines are well managed. As a result, babies and children are relaxed, happy and kept safe. The provider's effective recruitment, induction and training procedures mean that the staff are well qualified, understand their responsibilities and their teaching is good. They consistently and accurately evaluate the impact of their teaching, resources and educational programme on children's understanding and skills. This enables the provider and staff to astutely identify and make improvements. This includes the current development of outdoor areas to offer children more challenging physical and exploratory play. Strong links between the nursery, parents and other professionals ensure consistency and continuity for children's care, learning and development. Parents really appreciate the provider's and staff's guidance and help in accessing other local services available for families with young children. Good links with the school support children's smooth transition into full time education.

## Setting details

<b>Unique reference number</b>	EY274994
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	860886
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	47
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Kids Community Nursery Ltd
<b>Date of previous inspection</b>	7 April 2011
<b>Telephone number</b>	01527 597200

Kids Community Nursery was registered in 2004. The nursery employs 14 members of childcare staff. Of these, 12 hold an appropriate early years qualification to at least level 2 or 3. This includes two staff that have BA (Honours) Degrees, one in primary education and the other in early years. The nursery opens from Monday to Friday, for 50 weeks of the year, closing for bank holidays and for a week over the Christmas period and a week at Whitsun. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Support is given to a number of children with special educational needs and/or disabilities and children who speak English as an additional language. There are close links with the primary school where the nursery is located, and with a local children's centre.

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