

Keep Guard Day Nursery

The West Wing, The Keep, Walcourt Road, Kempston, Bedfordshire, MK42 8SJ



Inspection date

7 March 2017

Previous inspection date

29 April 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children in the pre-school group enjoy using the equipment in the stimulating environment. They immerse themselves in purposeful activities both with staff and with their friends. Children select magnifying glasses to use in the garden. They enthusiastically search for bugs and insects and describe their findings in great detail to the attentive staff.
- Key-person relationships are strong. Staff know children and their families well. They talk to parents when they arrive to collect their children and exchange information about children's learning and care routines.
- The manager uses different ways to review the quality of the nursery. Staff work closely with the local authority and use a range of different information to develop focused self-evaluation and plans for ongoing improvement.
- The manager uses a structured supervision system to help identify appropriate training opportunities for the already well-qualified staff.
- Staff use a variety of ways to gather information about children's progress at home. Parents are encouraged to write about children's news and achievements on cards, which are displayed for all to see. Children proudly share these with their classmates during planned speaking and listening sessions, helping them to develop their communication skills.

It is not yet outstanding because:

- Sometimes, during change over times, staff are occupied with routine activities rather than swiftly attending to the needs of young children.
- Staff do not always encourage children aged between two and three years to identify and take steps to manage small risks for themselves.

What the setting needs to do to improve further

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

- review the daily routine to make sure that staff deployment in the youngest children's rooms is always focused upon swiftly meeting the needs of young children
- increase young children's ability to understand risks and to take steps to keep themselves safe as they play.

Inspection activities

- The inspectors observed activities both inside the nursery and in the garden. They spoke to staff and children at appropriate times throughout the inspection.
- The inspectors checked the evidence of the suitability of staff working with children and other documentation, including the safeguarding procedures and risk assessments.
- The lead inspector carried out a joint observation with the manager.
- The inspectors looked at children's assessments and progress records.
- The inspectors held a meeting with the provider, who is also the manager.
- The inspectors spoke to a small number of parents and read feedback that had been left for them. They took these views into consideration.

Inspector

Katrina Rodden and Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider uses robust selection and recruitment procedures to help ensure that staff are suitable for the roles in which they are employed. Staff have a good understanding of how to identify concerns about children's welfare. All staff carry information about the Local Safeguarding Children Board on lanyards should they need to report any concerns. Staff undertake risk assessments, and measures to keep the building secure are in place. There are alarms on the doors and a fingerprint access pad is used to help staff control who enters the nursery. The provider has introduced a detailed and informative monitoring system to help identify any gaps in children's learning. Individual plans are promptly put in place, helping staff to swiftly close those gaps.

Quality of teaching, learning and assessment is good

Staff accurately gather information to identify children's next steps in learning. They use this in conjunction with their knowledge of children's interests to help extend children's knowledge through planned activities and their self-chosen play. Staff ask children what will happen when they add different-coloured powder paint to water. Children consider their answers before they experiment with the colours. This helps children to develop their skills to predict what might happen and to solve problems. Children enjoy sensory play. Young children sit in the sand and enjoy the sensation on their skin. They also enjoy squeezing dough. This contributes towards the development of the small muscles in their fingers.

Personal development, behaviour and welfare are good

Children are well behaved. Staff give gentle reminders of the consistent boundaries and rules that are in place. Staff are good role models, helping children to respect and listen to others. Children who have special educational needs and/or disabilities are well supported in both their learning and emotional well-being. Staff spend time with them, using books to help them understand and prepare them for what will happen during their day. All children enjoy looking at their family photograph books. From a young age, children recognise people who are important to them. They point out parents and pets and smile as they see pictures of themselves. Staff encourage children to develop good hygiene routines. They teach children to sing a song to remind them how and why they need to wash their hands.

Outcomes for children are good

Children are motivated and enthusiastic learners. Given their starting points, they make good progress. Children who speak English as an additional language are effectively supported. Staff take time to learn key words in the language children are most familiar with. Visual clues, such as pictures to help identify emotions, are used with all children to help strengthen communication. Children develop a love for books and understand that the text has meaning. When the time comes, children are ready for school. They are able to identify the letters in their names and can work out simple mathematical problems.

Setting details

| | |
|--|---|
| Unique reference number | 219083 |
| Local authority | Bedford Borough |
| Inspection number | 1063707 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 10 |
| Total number of places | 78 |
| Number of children on roll | 116 |
| Name of registered person | Lynn Carmichael |
| Registered person unique reference number | RP512547 |
| Date of previous inspection | 29 April 2013 |
| Telephone number | 01234 327955 |

Keep Guard Day Nursery was registered in 1996 and is managed by a private provider. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The manager holds a degree in early years management. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2017

