



Kiddi Caru Day Nursery

Inspection report for early years provision

Unique Reference Number	EY279611
Inspection date	14 October 2005
Inspector	Andrea Ewer
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Registered person	The Childcare Corporation 4 plc
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kiddi Caru Day Nursery opened in 2004. It forms part of The Childcare Corporation Group of day nurseries. The nursery occupies a purpose-built, two-storey building on the Grange Park residential estate, on the outskirts of Northampton close to Junction 15 of the M1. There are 8 play rooms and children share access to a large enclosed outdoor area.

The nursery is open from 08:00 to 18:00 each weekday for 51 weeks of the year.

Children can attend on a full-time or sessional basis and come from a wide area.

There are currently 100 children on roll. Of these, 18 children receive funding for nursery education. The nursery offers support to children with special education needs and those who speak English as an additional language.

There are 19 members of staff, 15 of whom have Early Years qualifications or are working towards them. The nursery is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well by staff who follow clear health and hygiene procedures. Children are starting to understand the importance of personal hygiene as staff explain that germs will make your tummy poorly. They wash their hands before eating and after visiting the toilet, and brush their teeth after lunch. Children receive appropriate care in the event of minor accidents or illness because most staff hold an up to date first aid qualification and appropriately stocked first aid kits are placed in each room. Children have good opportunities to rest or be active according to their individual needs as part of everyday routines. They participate enthusiastically in a range of activities where they develop their physical skills. Young children have good opportunities to develop their large muscles as they kick their legs, crawl and learn to walk in the safe environment. Older children move spontaneously both in and outside. They negotiate space well as they ride bikes and scooters with increasing control, and develop control of their bodies during regular yoga sessions, where they enjoy stretching and learning to relax. Children are gaining a very good understanding of healthy eating. They benefit from nutritious meals and snacks that meet their individual dietary needs and participate in activities where they learn about healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment. They gain a strong sense of belonging in the well organised nursery which is brightly decorated, with photographs of themselves involved in activities, and attractive displays of their artwork. Children independently use the safe and suitable resources and equipment that meets their play and development needs well. Children's safety is promoted very well because of the highly effective measures that are in place. The premises are secure and ensures children are unable to leave unsupervised, and both staff and parents implement the procedure that prevents unknown visitors entering the nursery. Comprehensive risk assessments are regularly carried out on all aspects of the nursery, and carefully thought out safety equipment reduces the risk of accidents. Children are protected from harm or neglect because staff have secure knowledge of the signs and

symptoms of child abuse, and the correct procedure to follow if they are concerned about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery and are settled. They share good relationships with staff and their peers, and purposefully engage in the wide range of stimulating activities that develop their physical, social, emotional and intellectual skills well. Children start to make decisions and become independent as they make choices about what to play with. Younger children explore using their senses as they listen with pleasure to musical toys and investigate treasure baskets. They develop their language and communication skills as staff constantly talk to them and respond to their sounds. Overall, children benefit from staff's secure knowledge of child development. Children under the age of three years enjoy the activities provided, however they have not yet implemented the 'Birth to three matters' guidance sufficiently to enhance the quality of care. Older children purposefully engage in imaginary play where they use small world toys to act out real life situations. They develop their ideas while rolling, cutting and moulding play dough, and listen with interest to stories.

Nursery Education

Overall the quality of teaching and children's learning is good. Children make good progress towards the early learning goals because staff have secure knowledge of the Foundation Stage. Observation and assessment records are used effectively to plan the next steps for individual children's learning, and all children are well supported to reach their potential. Children are motivated and make links in their learning as they enjoy a variety of activities around a theme. They play co-operatively, sharing and taking turns appropriately. Children speak with confidence during their play. They describe what they are doing and follow instructions well. They develop their understanding of language as they enthusiastically learn to speak French, and feel pride when they answer questions correctly. Children enjoy listening to stories and tape recordings of songs and rhymes, and successfully recall familiar events from the story. Children recognise their own name and benefit from an environment that is rich in text. Labels are attractively displayed around the room, and children find their name label when they have snacks, and their placemats at lunchtime. Although opportunities for children to write for various purposes are limited, some children write their own name competently on paintings and pictures. Children are gaining a secure understanding of maths and mathematical concepts. They count spontaneously up to ten and beyond and start to use simple calculation during everyday activities. Children competently design and make models with a range of materials and are confident using simple computer programmes. They do not, however, have enough access to programmable toys to help them understand how things work. Children show interest in the wider world. They act out real life situations using small world resources where they apply bandages to each other and show care and concern to the patient.

Helping children make a positive contribution

The provision is good.

Children have warm and friendly relationships with staff and each other which helps them to feel valued. They respond well to the regular praise and clear expectations for their behaviour. Children learn to share, take turns, and respect each other, and as a result they are well behaved. Children learn to value and respect our diverse society by using the wide ranges of toys and play materials that positively represent themselves and people of other cultures, beliefs and abilities. They enjoy learning about their own and other cultures during activities that reinforce their understanding of cultural festivals such as Diwali, Chinese New Year and Christmas. Children who have special educational needs receive appropriate care and support because staff confidently implement the Special Educational Needs Code of Practice and work closely with their parents and other professionals involved in the child's care.

Children benefit greatly from the effective partnership between parents and staff. Information about children's individual needs is obtained from parents during the settling in period, and shared daily thereafter, to ensure continuity of care. Parents receive good quality information about the policies, routines and activities, which enables them to be involved in the setting, and helps children feel secure. As a result children's spiritual, moral, cultural and social development is fostered.

The partnership with parents and carers is good. Parents receive useful information about the Foundation Stage, and activities their children are involved in. Children's development records are shared with parents regularly during parents evenings, and parents have good opportunities to contribute to them. This enables parents to support their children's learning and development at home.

Organisation

The organisation is good.

Overall children benefit from the well organised staff, space, and resources that allows them to play and develop their ideas in a safe environment. Children are grouped according to their age and sufficient staff are deployed effectively to ensure appropriate care is provided. Clear policies and procedures underpin the practice in all areas of the nursery. Policies and procedures are implemented consistently by suitably qualified staff, who work well as a team, are motivated, and clear about their roles and responsibilities. As a result children are secure, confident and well cared for. Good attention is given to staff training and development in order to enhance the standard of care provided. Comprehensive documentation that supports children's welfare is well maintained.

The leadership and management of the nursery is good. The welfare, care and learning of all children is successful because there is a strong commitment to training and development of staff. Appropriate recruitment procedures are in place and new staff are well supported during induction. Although there are some systems in place, the use of evaluation is not sufficiently developed, to show clearly how successful the quality of teaching has been in promoting children's learning.

The needs of the range of children who attend are met.

Improvements since the last inspection

The last care inspection recommended that the nursery ensure that younger children have access to a range of resources that promotes equality of opportunity and anti-discriminatory practice. Younger children are developing their understanding of diversity as they use small world toys and participate in activities that help them learn about our similarities and differences.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve outcomes for children from birth to three by using an approach in line with 'Birth to three matters' framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the opportunities for children to write for various purposes and explore how things work using programmable toys
- continue to develop the use of evaluation in order to monitor the quality of teaching and children's learning.

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