

Kiddi-Creche Private Day Nursery

Inspection report for early years provision

Unique Reference Number	302044
Inspection date	21 May 2007
Inspector	Ingrid Szczerban
Setting Address	51 Cottingley New Road, Cottingley, Bingley, West Yorkshire, BD16 1TZ
Telephone number	01274/510988
E-mail	alison@kiddi_creche.co.uk
Registered person	Marie Therese Lister
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-Creche Private Day Nurseries Limited was registered in 1993 and is run by a private company. It operates from a single storey building in the Cottingley area of Bingley, in West Yorkshire. The children are accommodated in four play areas according to their age and all have access to enclosed outdoor play. The nursery serves families of diverse social and economic backgrounds who live in the surrounding area. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

A maximum of 37 children may attend the nursery at any one time. There are currently 70 children on roll, of these, 18 children receive funding for early education. The setting currently supports children who speak English as an additional language and children with learning difficulties and disabilities.

There are six part-time and eight full-time members of staff who work with the children. The majority hold relevant childcare qualifications. Of these, one is qualified to degree level and another is currently working towards a degree. The nursery receives support from the Local Authority and they are members of the National Private Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate good personal hygiene habits and gain a growing awareness about the spread of infections. They know to wash their hands before eating and after using the toilet, some children perform these tasks as a matter of routine without being reminded. Children are effectively protected from cross infection through the use of effective hygiene practices and procedures. They use individual paper hand towels and the children's bathrooms are thoroughly cleaned each lunchtime. The sickness policy is implemented very effectively and parents are requested to take their child home when they have contagious diseases. Children rest and sleep according to their individual needs so that they remain healthy. Young children wear sun hats and take regular drinks of water when playing outdoors. Sun cream is used to protect children from the harmful effects of the sun.

A good balanced diet is provided throughout the day to foster children's health and development. Children receive home-made food in sufficient quantity for their needs and individual dietary needs are fully considered to promote their well-being. Older children can help themselves to water from coolers whenever they wish. Through theme work and discussion, children learn very well about foods that are healthy and they eat fresh fruit and vegetables each day. Foods from around the world are provided and the children respond well to the meal time routine, sitting at tables to eat and engaging in conversations.

Children enjoy a wide range of physical activities which contribute to their good health. They eagerly look forward to physical activities both indoors and outdoors each day; hence they can climb, jump, balance, ride small bikes and run. Toddlers delight in vigorous dancing sessions on soft play equipment. Thus, children learn about the effects of exercise and what their bodies can do.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely and freely where risks are identified and minimised by staff through very good practices. The doors to the outside play area are left open and children choose whether they wish to be inside or outdoors. The impact absorbing surface which covers the outdoor play areas, helps to keep all children safe from serious accidents.

Access to the provision is closely monitored. Doors are kept locked, parents and visitors must ring the bell to gain admission. Staff can clearly identify callers at the door and they ensure that children leave at the end of sessions with a known adult. Health and safety requirements are, in the main, complied with to keep children safe. However, visitors are not always requested to sign the book. Children learn well about their own personal safety, they regularly practise fire drills and older children know to close the gate in the outside play area to keep babies safe from accessing the upper level.

Children use a wide range of good quality, developmentally appropriate resources that foster all areas of their development. These are very well organised into specific areas of learning within the playrooms at child height; encouraging children's decision making skills and independence. Other items are stored neatly in labelled boxes and drawers or on higher shelves.

This enables staff to ensure that children play with developmentally appropriate resources. Suitable furniture and equipment is available, it is used correctly in order to keep children safe.

Staff have an excellent understanding of child protection issues. Designated staff are fully conversant with the appropriate procedure to follow should the need arise, thereby prioritising children's welfare. There is a comprehensive child protection policy. The duty to report child protection concerns is shared with parents on the notice board and the staff have attended relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

A very good range of activities is planned and provided for children to foster all areas of development. The staff in the baby and toddler rooms use the 'Birth to three matters' framework well to improve younger children's achievements, such as the use of treasure baskets and heuristic play. Children move between activities freely spending as much or as little time as they wish, depending on their interests. Therefore, children learn by the ways in which they interact with materials available to them. The daily routine is varied and flexible, with times for children to rest, have meals and take part in activities both indoors and outdoors.

The interaction between staff and children is excellent, warm trusting relationships are developed and children are happy and settled. Staff spend most of their time playing with the children, giving lots of cuddles, and encouraging them to explore their environment. Babies delight in playful interactions with staff, and giggle infectiously as they try on the fire fighter's hat and look at their reflection in the mirror. Young children are encouraged to be independent and learn to feed themselves with good support and encouragement. They enjoy listening to stories and playing peek-a-boo in the tent outside. They use simple words and gestures to communicate their needs most effectively. Hence they develop their emerging language skills.

Nursery Education.

The quality of teaching and learning is good. Key staff have good knowledge of the Curriculum guidance for the foundation stage and of how children learn effectively. They challenge children appropriately by using effective questioning to encourage the children to think and respond in their own words. Plans of activities consistently cover the six areas of learning and are implemented flexibly to reflect children's interests and ideas. Children's development records contain observations of their achievements which are clearly linked to the stepping stones, resulting in clarity about the next steps for individual children's learning.

Overall, the children are making good progress in all areas of learning. A strength of the setting is the children's progress in their personal, social and emotional development. Children are very happy to attend the setting and enter the playroom confidently. They operate independently within the nursery, seeing to their own personal hygiene and care. They spread butter and jam on crackers themselves. However, at lunch time not all children sit in a group and staff do not always eat with the children. This results in a few of the children not being involved in conversations and noise levels rising as staff are busy fetching and carrying from the kitchen.

Children are beginning to make good attachments to others in the group and have friends they like to be with. Staff are patient, they listen to the children, respect their views and create warm caring relationships, which gives children a sense of belonging and boosts self-esteem. Children display high levels of involvement in the activities and spend a good deal of time at

their chosen activities, interacting with staff. For example, children concentrated very hard when playing at being builders outside.

Children communicate well. They confidently talk about themselves and are actively encouraged to explain things in their own way. They enjoy an increasing range of books linked to current themes and handle books well holding them the correct way up and turning pages in the right direction. Children ascribe meaning to marks and can recognise their own names and some can write them too. They develop good mathematical understanding and can count up to three or four objects by saying one number name for each item, for instance when selecting cutlery. Calculation is used in everyday situations. As children help to set tables, they are asked to place one plate for each chair at the table, counting them as they do so.

Children are beginning to find out about the world in which they live. They learn about nature as they grow flowers, dig to unearth mini beasts in the garden and take nature walks around a nearby lake. Visits to museums and using the computer, promotes children's understanding of technology. Children know about the diversity of animals and are able to sort them into appropriate groups, such as reptiles and farm animals.

Children have good fine manipulative skills. They use serving spoons with control to transfer food from dishes to their plates and can use the mouse for the computer, pencils and scissors effectively. Children confidently explore a good range of creative materials, such as paint, malleable materials, collage, sand and water. They express their imaginative ideas well through role play; pretending to be mummies, they gather together dolls, place them into buggies and set off to go shopping. Others use the handle of a plastic racquet as a screwdriver and hockey sticks as hammers, to fix the roof of the play deck.

Helping children make a positive contribution

The provision is good.

An inclusive service is provided, treating children with equal concern and valuing their diversity. High value is given to the different backgrounds from which children come. They are surrounded by positive images of different cultures, customs and faiths. Posters, books, dolls, cooking utensils and small world play figures are provided to reflect different ways of life. The children experience a wealth of activities and foods from around the world, that help them to understand the importance of their own and other's cultures. Good levels of support are given to children with English as an additional language and suitable arrangements are made for children with learning and/or physical disabilities.

The staff have an excellent awareness of positive behaviour management techniques to enhance children's self-esteem. They are consistent in their positive approach and high expectations of children's behaviour. Lots of praise and encouragement is given to children, boosting their confidence and self-esteem. Older children show good consideration to younger ones as they close gates in order to keep the babies from harm. Children learn to take responsibility, such as helping to set tables and tidy away. Children are learning to share and are very well-mannered, saying 'excuse me' before speaking. The fact that children have free access to outdoor play contributes to their good behaviour and well-being. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are warmly welcomed into the setting. They receive clear information about the setting and its policies and procedures. Parent notice boards contain detailed information about planning and recent themes and activities including

the six areas of learning. Parents are kept well informed in the newsletter, and receive ongoing verbal feedback regarding their child and how they are progressing. Development files are shared with the parents every six months and they are welcome to look at these at any time. Parents are encouraged to extend their child's learning at home and are asked to bring in artefacts they may have relating to current topics.

Organisation

The organisation is good.

The well organised and welcoming environment allows children to exercise choice and promotes their increasing independence and confidence. Resources and activities are attractively presented and children are able to freely select further resources to support their play if they wish. All the required documentation is in place and policies and procedures are successfully adhered to in practice. Registers are kept up to date but do not record the arrival and departure times of children. Recruitment and vetting procedures ensure children are sufficiently well protected and cared for by staff with good knowledge and understanding of child development. Induction procedures are sound and ensure that staff have a good awareness of expected practice.

Leadership and management of the nursery is good. Staff are enthusiastic and have a high level of commitment towards improving practice and their individual learning. Ongoing training is actively encouraged so that staff enhance their skills and share this knowledge with others. There are good contingency arrangements in place to cover for staff sickness and absence. They work very well together as a team and each has a clear understanding of their roles and responsibilities. The manager gives good support to staff and the key person system is used well. The manager provides constant guidance and sets a good role model for staff as she frequently works within the nursery rooms. The setting is pro-active in identifying their own areas for development and regularly seeks and acts on the advice and support from the local authority and other contacts, such as a local school. This demonstrates a willingness to continually improve and has a positive impact on the care, learning and play provided.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection a recommendation was made regarding documentation. The nursery have adequately addressed the recommendation to include sufficient detail in the accident records in order to fully protect the welfare needs of the children.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- include arrival and departure times of children in the attendance records
- ensure that all visitors to the setting are recorded

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):

- review and develop the organisation of the meal time routine to enable all the children to sit together, and for staff to eat with the children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk