

Kiddi Caru Nursery

Inspection report for early years provision

Unique Reference Number	EY346348
Inspection date	18 April 2007
Inspector	Sarah Fletcher
Setting Address	Kiddi Caru Day Nursery, Fyfield Barrow, Walnut Tree, MILTON KEYNES, MK7 7AN
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Registered person	The Childcare Corporation
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 Nursery is one of 21 nurseries run by The Childcare Corporation. It was acquired by The Childcare Corporation in 2000. They operate from four rooms in a purpose-built building situated in a small shopping area on Walnut Tree in Milton Keynes. A maximum of 69 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 93 children aged from three months to under five years on roll. Of these, 32 children receive funding for nursery education. Children come from the local community and surrounding area. The nursery supports children with special educational needs, and also supports a number of children who speak English as an additional language. The nursery employs 20 staff. The manager and 13 staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because the staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Children are beginning to understand simple good health and hygiene practices, with older children routinely washing their hands before eating or after using the toilet and staff helping younger children to wash their hands and faces with individual flannels after eating. Children are beginning to learn domestic hygiene routines, for example, older children independently clear away the table after meals; emptying their used plates, cutlery and excess food in appropriate places after they have eaten. Nappy changing routines are followed closely across the nursery, with staff taking appropriate steps to prevent the spread of infection. Baby feeding and sleeping details are on display and provide staff with clear information of children's routines, which are updated regularly as each child's individual needs change. Children are beginning to learn about healthy living and understand the need for exercise and eating healthily because staff help them to learn yoga exercises each week and talk about healthy living during various activities, with nursery topics such as 'Growing'.

Children have their health and dietary needs met because the staff work well with parents. For example, all details of food eaten by younger children is recorded in daily diaries and shared with parents on collection. Children are well nourished eating a variety of healthy and nutritious meals, such as pasta with vegetables, fruit salad, spaghetti Bolognese or home made soup, with alternative vegetarian dishes available. Drinks of milk or water are available at snack and meal times, with water on hand throughout the day. Older children are able to use a water dispenser in their room, while younger children have cups and water available from staff, which are clearly labelled to prevent cross infection. Staff take care to ensure the food is served at a suitable temperature for young children to eat and check that food for children with allergies is correctly identified. Older children independently lay cutlery at the tables for each other and help to clear the table appropriately after eating. Most children pour their own drinks from a jug and serve themselves extra portions as required, with staff nearby to support and encourage children's achievements.

Children enjoy physical play and activity in an enclosed soft surface and grass play area, using a variety of equipment on a daily basis. For example, children can run and jump freely; climb and slide on the large climbing frame; learn to throw and catch, or ride tricycles and scooters. Staff watch children as they play to ensure their individual safety and take steps to protect children from the sun during hot weather. Children rest and sleep according to their needs and parents' wishes in individual cots or mattresses. Staff monitor sleeping children carefully and record their sleep patterns to share with parents on collection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment, which is suitable for its purpose, risk assessed, and has well-implemented documentation. Rooms are light and airy and welcoming to both children and their parents. Well organised room layouts enable children to be comfortable and to have ample space to move around freely. Staff ensure there are many wall displays of individual and group artwork to give children feelings of belonging and help to boost their self-esteem.

Children play with the wide range of toys and equipment, which are stored appropriately and easily accessible. Staff ensure all resources are in good condition and well maintained, minimising risks and hazards to children throughout the nursery. Children show good spatial awareness as they run, jump, climb and slide when playing in the outdoor area. They learn to keep themselves safe and avoid accidental injury through nursery topics, such as when visitors to the nursery from the fire and police services highlight safety issues for children.

Children are protected because the staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff are confident that they have sufficient knowledge to identify any child protection concerns to trained senior staff and know the importance of recording information clearly. Children are cared for by staff who are appropriately vetted and have relevant experience, knowledge and skills, as clear steps are followed to ensure unvetted adults are not left in sole charge of children. Secure entry and collection systems prevent access from unvetted adults, ensuring babies and children are secure in their environment. A detailed child protection policy describes actions for staff to follow and lists areas of concern, together with clear procedures to follow if an allegation is made against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children participate in activities, which further develop their existing skills and encourage new ones. For example, most children enjoy body painting from an early age. After removing their clothes, the children can crawl, roll and slide about on a large floor space with runny paint, covering themselves as much as they wish, with staff close by to support and encouragement to explore. Staff interact with children throughout their body painting activity, drawing finger patterns and singing songs and action rhymes together. Children are carefully showered after their experience, before making attempts to dress themselves, with staff on hand to assist them. Children develop confidence and self-esteem from a young age. Many room displays of their own artwork help children feel valued and staff know individual children well. Children show interest in what they do, for example, babies enjoy singing songs and action rhymes with staff. They get pleasure from shaking sealed bottles with water and glitter or dry pasta and rice to accompany the songs.

Children are free to explore their comfortable surroundings and the wide range of toys, resources and equipment in each room. They respond to challenge and acquire new knowledge and skills as they learn a range of experiences, such as making shortbread, sponge painting or making collage. Children make positive relationships with adults and each other. For example, at storytime children sit quietly together and listen to staff reading a story, joining in with familiar parts of story and responding to questions from staff. Children ask questions about the world around them, for example, when enquiring about the goldfish in the room, a child asks why there are bubbles in the tank and why fish do not have feet. Children benefit from the use of the Birth to three matters framework in place across the nursery. They come into contact with a range of experiences to enhance their development, including treasure baskets, sensory resources and heuristic play. Children are encouraged to help tidy up from an early age and are beginning to understand the nursery rules. For example, some of the younger children already understand the requirement to sit down while they are drinking.

Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge of the Curriculum guidance for the Foundation Stage and children are progressing well across all areas of learning. Effective plans promote children's development towards the early learning goals and include all children. Staff understand their own level of involvement in each activity and the intended area of learning, although focus activities do not show the details of individual children's educational needs. Staff use observations and records of children's achievements to steer their next steps for learning and development, with evaluation of each focus activity guiding future planning. All pre-school staff are involved in the planning of the curriculum, resulting in a wide range of ideas for children's activities and experiences. Staff challenge children and expect the most from them, using a flexible routine and various methods to help children learn. Children's development and assessment records are successfully used to gauge children's progress to guide planning and teaching. They include individual targets from birth to the Foundation Stage, which correspond with group plans and development records. Observation entries relating to the stepping stones and communication with parents for assessing children's abilities and achievements enables both staff and parents to monitor individual progress.

Helping children make a positive contribution

The provision is good.

Children become aware of our wider society through a range of resources and activities that promote equal opportunities. For example, children can choose from books and puzzles, dressing up clothes, globes, maps and small world play figures. Children learn about other cultures through celebrating festivals, such as Chinese New Year, St Patrick's Day and Diwali. Children feel a sense of belonging in the friendly and relaxed atmosphere, with many children's artwork displays throughout the nursery helping children to increase their confidence and self-esteem and to feel that their work is valued. Children are well-settled and relaxed in the friendly environment where they play with toys and resources of their choice. Children with learning difficulties or disabilities receive appropriate support for their needs, as staff are able to provide individual help and care when required and take steps to build good relationships with children and their parents. Children's inclusion is important to staff and they take time to involve all children in activities and experiences. For example, children attending the nursery with disabilities are able to join in with activities and experiences on staffs' laps. Staff also help with children's individual movements using daily physiotherapy exercises, which follow the written instructions from parents and include individual feeding routines. Several children with English as an additional language currently attend the nursery and staff use signs for familiar words, such as drink or toilet, to help develop communication. Staff also speak to parents or other family members to establish language and to learn any other words that benefit children learning English.

Children demonstrate they know and understand the nursery rules as their behaviour is generally good. A laminated rules book is easily accessible in the book corner of the pre-school room and staff read through this at circle time to increase familiarity. Staff promote good behaviour through using lots of praise and encouragement for all children. They also use individual diaries and an effective sticker reward system for children having difficulty learning appropriate behaviour. Children develop self-esteem and respect for others as they learn to share and take turns. They learn to listen and respect each other and not to speak when others are talking, following clear role models of the staff, who follow appropriate behaviour management strategies, depending on age and stage of child. Children work harmoniously with others during activities and free play. For example, the older children lay the cutlery on the table for all their group to eat together at lunchtime.

Children benefit from the good communication links established between parents and staff. For example, parents are consulted for the routines of babies and younger children and daily diaries are written for each child to communicate children's sleep patterns, toileting details and the meals they have eaten throughout the day. Staff speak to parents at the beginning and end of each child's day to exchange information on their individual children. Parents receive quality information through regular newsletters and informative notice boards throughout the nursery, together with copies of policies and procedures at induction. Many wall displays of photographs and examples of children's artwork make the nursery bright and welcoming to parents and children. This positive approach fosters children's spiritual, moral, social and cultural development. The partnership with parents and carers of children who receive funded nursery education is good. Parents are informed of their child's achievements and progress, as they have access to their children's development folders and are invited to attend parents open evenings twice each year. Parents are encouraged to share what they know about their child through individual profile forms on induction, which help staff and parents to exchange children's current abilities and achievements. Parents are beginning to be involved in their child's learning. For example, a family photograph album is being created by both children, parents and staff with a large selection of family photographs, with names and drawings made by children and comments written by staff on the ages and names of relatives in the photographs.

Organisation

The organisation is good.

Staff have a clear regard for the well-being of all children and offer high levels of interaction to children of all ages. They take care to ensure they meet children's needs; encouraging them to develop their self-confidence, and their feelings of security and self-esteem. Company recruitment and vetting procedures ensure children are well protected and cared for by staff with good knowledge and understanding of child development and ensure children are protected from unvetted adults at all times. Babies are cared for by consistent staff to provide them with continuity of care and to build relationships as children grow. Staff follow a flexible nursery routine and group sizes contribute to children's enjoyment and achievement and their ability to take an active part in the setting. Staff deployment is appropriate during the majority of the day; however during domestic routines, such as when staff take groups of older children to the toilet in the bathroom along the corridor, staff are sometimes left in the room for short periods with groups of children exceeding the required ratios.

Policies and procedures work in practice to promote children's health and their safety, together with their ability to make a positive contribution to the nursery. All policies and procedures are comprehensive, detailed and available to parents at any time. Parents and children share a thorough induction procedure, with a supply of good quality information and a tour of the nursery, followed by settling in play times. Accidents and incidents are clearly recorded and collated by the nursery manager and head office, ensuring repetition is minimised and children's safety is thoroughly addressed.

Leadership and Management are good and contribute to children's progress towards the early learning goals. The nursery manager and her deputy lead a strong and stable team of staff, who work together with the registered person to ensure children have the best available care. Good communication links between the staff team ensure information is shared appropriately to facilitate the smooth running of nursery. Clear systems are in place to monitor the provision and staff, together with their individual training needs and assessing the nursery practice. The management team and the registered person work together to further improve the nursery education, with a focus on personal development and the outcomes for children. The nursery

manager works as a good role model and leads her committed team to ensure the best care for all children who attend, motivating staff, parents and children. Staff have a secure knowledge of the Curriculum guidance for the Foundation Stage and all pre-school staff contribute to planning, ensuring appropriate support for children during activities. Staff use nursery education plans effectively, alongside children's individual educational plans, to enable children to progress at their own speed.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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 staff deployment to cover domestic routines appropriately

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):

- improve details of individual children's needs in short term written plans

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