

# Kiddi Caru Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY342353
<b>Inspection date</b>	27 April 2007
<b>Inspector</b>	Heidi Wilton
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<b>Registered person</b>	The Childcare Corporation
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 a new, purpose built nursery that is owned and managed by The Childcare Corporation 7 PLC. It is one of a chain of child care provisions across central and southern England. It is located in Whiteley, Hampshire, near a motorway junction on the edge of a large residential area and business park.

A maximum of 128 children may attend the nursery at any one time and of these not more than 48 may be under two years at any one time. The nursery currently has 129 children on roll with 31 children in receipt of nursery education funding. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery is open each weekday from 07:30 to 18:30 for 51 weeks a year. All children share access to a secure, enclosed outdoor area. The nursery employs 21 members of staff, with 16 qualified to National Vocational Level 3 and two qualified to National Vocational Level 2.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

The nursery is exceptionally clean and ready for the arrival of children each day. Staff have high quality hygiene procedures as they clean toys and resources regularly to ensure children are well protected from cross infection. Children demonstrate an excellent understanding of the need to wash their hands and confidently inform visitors "it's to wash away the germs". Staff further protect children from cross infection by using highly stringent nappy changing procedures. They thoroughly wash their hands before and after each change, wear disposable gloves and aprons and spray the nappy changing area with antibacterial cleaner.

Staff ensure parents are very well informed about the sickness policy from the outset. Highly effective practice ensures children who become sick at nursery are extremely well monitored until their parents arrive to ensure changes in their condition are identified. Staff gather essential details from parents and create comprehensive 'childcare plans' for children who have allergies or medical conditions. This ensures staff are fully knowledgeable and well informed of what to do should an emergency occur. They obtain written parental consent to seek emergency medical treatment which ensures immediate care for the children.

Children's healthy growth and development are nurtured as staff demonstrate excellent understanding of their individual needs. Highly robust procedures ensure all staff comply with each child's dietary and allergy requirements to ensure they remain safe and healthy. Children immensely enjoy mealtimes as they socialise and chatter with their friends whilst enjoying a homemade, organic meal prepared by a highly experienced cook. Children gain lots of independence at lunchtimes when they competently choose and serve food onto their own plates. Staff sit with children discussing the different foods and foster an awareness of healthy eating. Children are aware drinking water is available to them at all times and confidently access this as necessary. Younger children's beakers are at child height so they can independently access them and babies are cared for sensitively, being held whilst bottle fed.

Children gain extensive opportunities to develop their physical skills. These are achieved through expert use of both the inside and outside environment. They have immense fun climbing the 'climbing wall' in the garden and excitedly call to their friends when they have reached the top. Staff interact with the children and use their skills to discuss the importance of a healthy lifestyle. Children confidently approach the visitor and inform her that "climbing the wall makes our muscles strong". Children relish playing with the move-along toys and become very animated as they move backwards and forwards on the bouncy see-saw. They further develop their physical skills on walks to the local parks, shops and library. Children develop their skills and competencies from manipulating and rolling play dough to using the computer.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The nursery offers a warm and inviting environment for both parents and children. Children's work is displayed attractively to ensure children feel valued. All rooms contain appropriate furniture and equipment to meet all the children's needs. Staff welcome both parents and children when they arrive and children become quickly settled as they engage in one of the many stimulating activities. Children are able to freely access resources from the child height shelves and drawers which in turn develops their independence.

The staff team ensure all equipment and resources are well maintained and in a good state of repair. They conduct daily risk assessments as they ensure potential hazards within the environment are identified and minimised. Children practise the fire drill regularly and written instructions are displayed at all exits to the rooms detailing a clear evacuation meeting point.

There is effective supervision as staff are deployed well which ensures children remain safe and secure. Staff have good quality procedures to ensure children only go home with their designated person. All entrance doors are kept secured when not in use. In addition, parents and visitors press a button and can be seen clearly on the security video phones connected in each room. This ensures unfamiliar people do not access the building until their identification has been seen. Babies and young children sleep safely. They can be heard through the baby monitors connected to the rooms and staff conduct regular visual checks to ensure they remain safe.

Children's welfare is protected well by senior staff and management who have a good knowledge of their professional responsibilities regarding child protection. However, some staff are not fully secure in their knowledge of what procedures to follow should they suspect abuse or neglect.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children in all rooms are offered a wide variety of stimulating age and stage related resources and activities. Parents and children become familiar with the environment during 'settling in' visits. Staff communicate with parents to gain an understanding of their child and what stages of development they have already reached. The key worker system ensures staff know the children well and are able to help them to progress.

Babies and young children are exposed to an exciting and interesting environment where they can explore with all of their senses. They love to touch and feel the different ribbons, beads and mobiles which hang attractively from the ceilings. Young babies are fascinated by light up and musical toys and enjoy feeling crinkly materials with their hands. They love to balance along the horizontal mirror and stare intriguingly at their reflections. Babies and young children sleep either on soft sleep mats or in cots and experience a calm atmosphere as classical music plays gently. Toddlers have fun as they explore jelly and enjoy partaking with the actions to familiar rhymes. Staff talk to the children about what they are doing which encourages them to link words with meaning. Staff skilfully incorporate number into everyday activities. For example, one staff member encourages young children to count how many cups of water they need. Young toddlers giggle excitedly as they look at themselves in the convex and convey mirrors.

### **Nursery Education**

The quality of teaching and learning is good. Staff who work with the funded children are experienced and well qualified. They demonstrate a good understanding of the Foundation Stage and plan appropriate activities to interest and stimulate the children. The staff know all the children well and are able to extend and challenge most of the children. Newly implemented systems for recording and planning children's next steps support most children's developmental needs. The manager and senior staff are keen to develop these systems further to ensure all of the children's next stages in learning are identified.

Children are independent in the environment as they select their names for their pegs and show their capabilities to sweep the sand using the dustpan and brush. Children know the rules of the setting well and confidently tidy away at appropriate times during the day. This helps children to take responsibility and to look after the resources and their environment.

Children enjoy listening to a story and respond well to the skilfully posed open questions the member of staff uses. The staff member pauses momentarily throughout the book to allow children to point at the pictures and discuss what they see. Children have fun exploring the magnetic letters on the whiteboard and some older children successfully sound out all the letters in their name. They have opportunities to explore emergent writing in their everyday play as they can access a variety of paper, pencils and pens from the low level shelving.

Children develop an understanding of mathematical concepts through everyday activities. They enjoy singing ten green bottles and staff provide visual aids to help them see how many bottles are left. Children have fun exploring different three dimensional shapes and staff pose open questions to encourage them to think about the different properties of the shapes. Children engage in activities which require problem solving skills such as joining magnetic rods together.

Children have fun using their senses to explore the world around them. They enjoy exploring the sand as they fill up pots to see who can make the biggest castle. Children become intrigued as they investigate objects in the water and become animated as they watch to see if the object will sink or float. They have access to a computer where they enjoy manipulating the mouse and interact with the computer program. Staff develop children's concept of time and change in seasons through planting cress and seeds with them. They encourage the children to water these seeds and watch how they change over time.

Children have many opportunities to participate with creative play. They love creating paintings at the art easel and enjoy making collages with a variety of materials. They giggle excitedly as they submerge their hands into different paint pots in order to make hand print pictures. Children have opportunities to initiate their own creative work such as making treasure maps with the variety of pens and pencils. They enjoy playing with the range of role-play equipment and put their baby dolls to bed. Children enthusiastically join in with familiar songs and rhymes and partake with the actions.

### **Helping children make a positive contribution**

The provision is good.

Staff know the children well and work hard to cater for their individual needs. They treat all children with equal respect and encourage them to participate with all of the activities. Posters and photographs depicting different cultures are at child height around the environment to foster an awareness of the wider community. Signs and words written in a variety of languages are also displayed. These are useful in including children whose first language is not English and fosters an awareness of different languages for all the children.

Through discussion with the children, staff foster an understanding of additional needs. For example, they talk to the children about why some people wear glasses and how others use aids to help them walk. Staff support children with additional needs and work in conjunction with both parents and outside agencies to achieve continuity for the children.

Children's behaviour is good throughout the nursery. Staff use positive praise and distraction techniques to manage children's behaviour. They work closely with parents to create action

plans or strategies to deal with unwanted behaviour. The children have created classroom rules which are displayed attractively at child height. Staff gently remind children to keep to their rules. Children's spiritual, moral, social and cultural development is fostered.

Staff have developed strong relationships with the parents and have gained bonds with the children. Parents feel the staff team are all professional and friendly. They are happy to approach the staff at anytime and feel they receive good feedback at the end of the day. Staff give clear verbal feedback to parents, detailing what their child has been doing and recreate descriptive snippets from their child's routine. In addition, staff prepare daily diaries for the younger children to ensure parents are well informed. The setting actively involves parents through event days and through ongoing projects such as the 'world vision' child.

The partnership with parents and carers for children who are in receipt of funded nursery education is good. Parents are welcome to discuss their child's development with their key worker whenever they wish. Parents are well informed that they can access their child's developmental records at anytime and can discuss them with the staff. Information regarding the education provision is displayed on the parent's notice boards detailing plans which show links to the early learning goals. Parents receive monthly newsletters which include detailed information about the provision including themes and topics which are taking place. This allows parents to be part of their child's learning as they can continue themes and topics at home. Children are encouraged to bring objects and items from home to show their friends during 'show and tell' time. This offers parents the opportunity to be part of both the nursery and their child's learning. Plans are in place to conduct 'parent's evenings' three times a year with the child's key worker.

## **Organisation**

The organisation is good.

Children's care is well supported by the organisation of the day nursery. Staff plan routines effectively and ensure these remain adaptable. The setting meets the needs of the range of children for whom it provides. Robust vetting procedures are used to ensure the staff team are well experienced and qualified to care for young children. Staff experience a comprehensive induction process to ensure they have a good knowledge of policies and procedures. Children's contact details are kept secure and confidential and attendance registers are kept up-to-date and maintained.

Leadership and management is good. The manager of the nursery supports the staff team and ensures they all have opportunities to attend regular training to update their expertise with the nursery provision. She has weekly meetings with senior staff who cascade important information to the rest of the team. The manager and deputy support staff daily by working alongside staff and observing their practice. In addition, the manager has recently started monthly meetings with every staff member and intends to conduct appraisals with them every six months. This ensures achievements are celebrated and training needs are identified to ensure staff can continue to further develop their expertise. Staff are encouraged to attend other nurseries to gain ideas and good work practices to develop at the setting.

Monthly planning meetings involve all staff with the planning process. This ensures they are all knowledgeable and consistent with the education provision they are providing. The setting have recently implemented the individual development records for the children and the manager is keen to oversee and develop these further to ensure children's next steps are identified. The

staff team work well together to provide a stimulating and exciting environment for all the children.

### **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**

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 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):

- ensure all staff members are fully aware of their duty and procedures to follow to safeguard children.

#### **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):

- continue to develop systems for recording children's achievements to ensure children's next steps are identified.

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](http://www.ofsted.gov.uk)