

# Kiddi Caru Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY346416
<b>Inspection date</b>	22 May 2007
<b>Inspector</b>	Jacqueline Allen
<b>Setting Address</b>	Blackbrook Park Avenue, Blackbrook, Business Park, Taunton, Somerset, TA1 2PX
<b>Telephone number</b>	01823444194
<b>E-mail</b>	kidditaunton@childcare.uk.com
<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 is a purpose-built nursery situated on the Blackbrook business park on the outskirts of Taunton. The provision is owned by the Childcare Corporation and forms part of a chain of national childcare provision. The nursery registered originally in 2002 and reregistered in 2006. It is registered to provide care for a maximum of 129 children under the age of five years, of whom 57 may be under two years. There are currently 187 children on roll, of whom 47 receive funded nursery education. The nursery supports children with special educational needs and English as an additional language.

The nursery is open from 07:30-18:30 Monday to Friday, 51 weeks per year excluding bank holidays. The two storey building provides ground floor accommodation for children under two years and the first floor accommodation for children aged from two to five years. Each floor is separated into base rooms which can accommodate between 12 and 16 children depending on age. Baby rooms accommodate six children. Toilet and nappy changing facilities are found on each level. Video intercoms are fitted in each room to provide enhanced security. There is a large outdoor play area, which is split into three different areas and a safely enclosed first floor balcony which is used for sensory experience. Meals are provided by the nursery and are cooked

on the premises. There are currently 30 full time and 11 part time members of staff employed, of whom 25 hold a level 3 qualification and three hold a level 2 qualification in early years. In addition, there are six staff currently working towards a level 3 qualification. The nursery is supported by two kitchen staff and bank staff.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are protected from cross infection as the staff have effective procedures in place. For example, the staff use disposable gloves when changing nappies and an anti-bacterial spray is used routinely to clean mats and potties after use, with staff consistently washing their hands afterwards. A different coloured bin is used for the disposal of nappies in the toilet area, which is separate to the one used for paper towels. Children access tissues according to their developmental stage or they are accessed for them, by attentive staff. Tissues are disposed of hygienically in a lidded bin. Toys and equipment are routinely hygienically cleaned or sterilised to protect children and a no shoe policy is used in baby rooms where children crawl around. Individual bedding for each child further prevents the risk of cross infection. However, although children are consistently encouraged to wash their hands before eating and after using the toilet, they do not always use soap. Children's health is well considered as their minor accidents are appropriately treated, recorded and shared with parents. Also, children's medication needs are obtained from parents, clearly recorded, administered and countersigned. Parental consent is obtained in case of children needing emergency treatment and a high number of staff hold first aid and food hygiene certificates, which further benefits children's health.

Children learn about healthy eating through the good variety of healthy, nutritious home cooked food and snacks provided, which meet their individual needs. For example, children are offered a variety of snacks which always includes fruit, such as some banana and pasta or a fruit cookie and some apple. Children thoroughly enjoy their food, such as chicken in a tomato sauce with mixed vegetables and pasta, with the opportunity to have more if desired. Menus are displayed for parents to see and in the case of young babies, parents tick foods which they have tried at home, before they are offered these at the nursery, to ensure children do not have an allergy. Children with special dietary needs or particular parental requests have coloured tablemats to alert staff to their individual needs. For example, children with particular preferences for water rather than milk would be given a yellow tablemat, whereas children with allergies are given a red one. Their food comes wrapped separately from the kitchen, which effectively ensures there is no risk of cross contamination. Babies enjoy a range of foods, previously tried at home, which are pureed or lumpy according to children's stages of development. For example, some children enjoy eating butternut squash, tuna and potato, whilst other children who have not tried fish yet are offered potatoes and a range of vegetables, which is followed by pureed apple or yoghurt. Children are generally offered drinks regularly or can access them independently. The nursery works with parents to ensure that recent advice from their health visitors are acknowledged. For example, parents provide special bottles with measured unmixer milk formula, so that the nursery can make up bottles fresh as needed.

All children have regular opportunities to enjoy physical play both inside and outdoors. Younger children have good space available to move freely around rooms and confidently climb up on soft blocks and slide down again. Children are actively encouraged in their physical skills by regular planned activities, such as yoga and music and movement as well as time spent outdoors on a daily basis. Children competently use a range of wheeled resources displaying a good sense

of space, such as buggies, tricycles, scooters and tandems. They enjoy parachute games and exploring the range of fixed play equipment, which includes a ladder, slide and pole for them to extend their skills.

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

The provision is outstanding.

Children thrive as they play in a clean, tidy and very well organised environment. Cleaners visit the premises on a daily basis and there is an excellent ongoing programme of thorough cleaning and redecoration. Children feel secure and welcome as all rooms display children's work and large photos of each child at play. All children play with a fantastic range of stimulating, exciting resources which are very well organised to encourage children to self select. For example, clearly labelled boxes are stored at a low level which contain toys, such as construction, a farm set, wild animals, cars, shells and pebbles, musical instruments, books and treasure baskets. Children are excellently supported through their developmental stages by a wide variety of equipment, such as low chairs with trays, curved chairs with reins, and a vast range of potties to meet children's individual needs. Children greatly benefit from a sensory play area on the first floor balcony which has been safely enclosed to extend children's access.

Children are extremely safe as highly effective systems are implemented by all the staff. For example, parents use a buzzer to gain entry to the room their child is in. Closed circuit television ensures that staff identify parents before allowing them entry or ask the office to go to the main door if they are not sure. Children are only collected by authorised individuals. For example, staff gain individual passwords and photographs for all those authorised to collect, with clear information obtained as to whether staff need to contact parents by telephone before releasing children. Visitors to the premises are recorded promptly on their arrival and departure. Children's minor accidents are monitored to check for patterns with actions immediately taken to reduce risks, which keeps children safe. Sleeping children are effectively monitored and regular emergency evacuations are undertaken and clearly recorded. Essential items are packed in advance and contact numbers readily available in an emergency situation.

Children's welfare is thoroughly safeguarded as all staff are knowledgeable about child protection issues, which is included in their induction procedures. A comprehensive policy and procedure is available to all staff, who are given their own information booklets, which is in line with the Local Safeguarding Children's Board.

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

The provision is outstanding.

All children are offered a range of interesting planned activities throughout the day, such as music and movement, songs and rhymes, sensory play, story time, bug hunts, physical time outside and indoors, washing dollies and mark making. Children under three years are making excellent progress through the Birth to three framework, with their key workers plotting their achievements in their individual files, which shows staff's good knowledge in this area. Information is shared with parents via the good use of notice boards and displays to inform them on their child's development. Children are very well supported and enthusiastically engage in all activities. They are praised and encouraged routinely by staff who highly value children's involvement in their play and respond appropriately to their facial expressions and other means of communicating. For example, when choosing songs to sing, staff know that when children open and close their hand, this means 'Twinkle, twinkle, little star' and a rocking dolly motion

means 'Miss Polly'. Young children learn basic sign language and are encouraged to listen at story time through staff's good interaction and use of puppets, which makes children giggle. Children are all happy and secure and enjoy the relaxed, yet well organised daily routines and the good interaction from consistent caring staff, who encourage their play and independence.

## Nursery Education

The quality of teaching and learning is good. Children benefit from additional activities, such as music and movement, French and yoga. They listen attentively to instructions, offer names of animals to copy from the jungle and stretch their bodies as instructed, frequently giggling. Children enjoy using their bodies creatively, such as holding one foot and rowing their boat with it, then using it like a telephone. They join in eagerly with familiar refrains in stories and songs and benefit from staff's good use of open ended questions, which encourages them to think and reflect. Children can find their own name, attempt to write their name and are given opportunities to look at books independently. Sometimes more able children are not sufficiently challenged which has some impact on their behaviour, although generally children behave well and enjoy the social time with their peers. For example, children sit and chat amiably whilst waiting for their lunch. Children learn to be independent through daily hand washing routines, pouring their own drinks and serving their own meals.

Children benefit from the staff's good use of time and resources throughout the day and the good range of planned interesting activities. However, sometimes activities are not routinely extended to progress more able children. For example, staff pre-cut a creative activity rather than including this as part of children's learning. Children's name cards and drawers have their name and a photograph which again does not challenge more able children. Children are not routinely asked to write their name on their work to develop their writing skills. Planning covers all areas of learning and staff's knowledge of the Foundation Stage is good. Children's observations and assessment records generally show children's good progress through the stepping stones although some children's files have some gaps. Staff highlight three possible areas to develop children's learning each month, however this is not fully evaluated by all staff.

## Helping children make a positive contribution

The provision is good.

Children's individual needs are well known and met by the caring staff. For example, the consistency of food provided for young children meets their developmental needs. They respect children as individuals and treat them with equal concern. Children learn about diversity through the good range of resources, displays and activities which reflect positive images, in all areas of the nursery. Staff meet regularly to discuss and plan activities and how they can be adapted for all ages. A designated member of staff has the responsibility for reviewing the systems, resources and displays used throughout the nursery to ensure these promote equal opportunities. Children have the opportunity to learn French to extend their awareness. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and disabilities are well supported and included with effective links with outside agencies to plan for children's development. Some staff have undertaken basic sign language to support their communication with all children and the designated new special educational needs co-ordinator, SENCO is booked on training. Children generally behave well and play together sharing resources and waiting for their turn. Children are encouraged to be kind to each other by supportive staff who manage children's behaviour consistently and clearly explain why their behaviour is unacceptable. However, not all behaviour incidents are

noticed by staff. Children receive lots of ongoing praise and encouragement for their achievements.

Children benefit from the good information shared with parents on a daily basis. For example, staff caring for babies record their daily care in a diary to share this information with parents. Parents use a food check list to tick the foods their babies have tried at home to inform staff when these can be included in their meals at the nursery. All parental consents are in place and the nursery does a print out of personal details held every three months for parents to check, to ensure these are accurate.

The partnership with parents and carers is good. Parents receive a prospectus and regular newsletters to keep them updated. Staff meet with parents when their children receive funded education to explain the Foundation Stage curriculum to them personally. Children's individual files continue on from the Birth to three framework, which clearly shows children's starting points. Staff display current themes and planning to share with parents and invite them into the nursery twice a year to discuss their children's progress. Parents receive regular verbal feedback and are aware they can see their children's files at any time.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are cared for by a high percentage of trained staff, who are actively encouraged and supported in their development by The Childcare Corporation management team. Evidence of staff's suitability is well documented and children's records kept confidential in a lockable filing cabinet in the main office. Staff have a comprehensive induction system and regular appraisals. A notice is displayed in the office to ensure all staff are aware of those not yet cleared as being suitable and students on work experience are well supervised and given good direction by monitoring staff, which benefits children's safety.

Children and staff's daily attendance is well recorded with accurate times of arrival and departure. Staff are good at signing in and out of rooms during staff breaks and are mostly good at ensuring that ratios within rooms are always met. Additional staff are always available to relieve staff for breaks or nappy changing, although children's key workers are always regular staff. The nursery employs cooks and a cleaning contractor to support them. Children benefit from small group sizes within their rooms and daily routines which include regular times outdoors. Although children are routinely encouraged to wash their hands, soap is not always used to effectively prevent the spread of infection.

The leadership and management is good. All managers receive good support from The Childcare Corporation management team, who puts on local training and holds regular cluster days to support room seniors look at practice issues and their roles. All staff are encouraged to extend their training and skills by accessing training in music and movement, French and yoga to increase children's physical skills and broaden their knowledge and understanding of the world. Managers have a clear vision and commitment to improving the outcomes for children.

### **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since the last inspection 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):

- improve children's hygiene procedures to reduce the risk of cross contamination

#### **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 use of the assessment system to clearly evidence children's achievements and use this information to plan challenging activities in all areas of their learning, which build on their existing skills and abilities.

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)