

Kiddi Caru Nursery

Inspection report for early years provision

Unique Reference Number	EY346415
Inspection date	22 May 2007
Inspector	Sally Hall
Setting Address	The Willows, Nicholson Road, Torquay, Devon, TQ2 7AZ
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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 Day Nursery is owned and run by The Childcare Corporation. Kiddi Caru at Torquay is a purpose built nursery, which was originally registered in October 2003 and re-registered in November 2006. It is situated off the main lead road into Torquay. Children have use of seven playrooms. There are also four toilet areas/baby changing rooms, a milk kitchen, laundry, kitchen, sleep room, office and staff room. There is a separate adult toilet and toilet facilities for the disabled. The day nursery is registered to provide 96 places for children aged from birth to under eight years. There are currently 163 children enrolled, 55 children are in receipt of funding. Children can attend for a variety of sessions or full days each week. The day nursery is open all year except Bank Holidays and one week during Christmas. Times of opening are 08:00 to 18:00, Monday to Friday. The nursery serves a wide geographical area with children attending from both Devon and the unitary authority of Torbay. The nursery can support children with learning difficulties and/or children with disabilities and children with English as an additional language. There is a manger and deputy and currently 31 nursery staff employed which includes three part-time lunchtime staff. The majority of staff hold Level Three childcare qualifications. The nursery is an accredited member of the National Day Nursery Association's Quality Counts accreditation scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health and welfare is given high priority. Children play in a very clean environment where very good practice is followed by all the staff to minimise the risks of cross-infection. For example, a rota is followed for daily and weekly checks to maintain and ensure the standard of cleanliness throughout the nursery. Excellent procedures are conducted in the baby room to maintain a very high standard of cleanliness. There is a no shoe policy allowing children to crawl freely in a clean environment. Very good procedures are followed with nappy changing. For example, the staff wear gloves and aprons and ensure the changing mat is sterilised and nappy changes recorded. Babies have their own linen and flannels. Children learn from a young age the importance of washing their hands and their independence is encouraged. There are excellent procedures in place to support children should they be unwell and the staff are meticulous in recording accidents and ensuring the entry is countersigned by parents. Children's allergies and medical history are recorded in detail to ensure children receive the appropriate care. For example, allergies to food, with effective systems in place to ensure that children are protected at meal times. Meals and drinks are labelled as necessary and children's dietary needs clearly recorded in the kitchen.

Children enjoy a healthy, nutritious, balanced, and varied diet. Meals are cooked on the premises and are extremely well presented. Older children help themselves to their meals, which are served in dishes, with guidance from staff and have a café style snack time. Children have healthy snacks, which includes a variety of fruit. Babies are gradually introduced to new flavours, in close consultation with their parents. Meals are very social occasions and children learn good social skills. Children help themselves to drinks of water throughout the day and are reminded of the importance to have plenty of fluids particularly after outside play. Babies and younger children are extremely well supported. Staff ensure parents of babies are well informed of their child's intake of food and toddlers are encouraged to be independent with feeding whilst being very well supported by staff.

Children enjoy fresh air daily, in the secure outside play areas. They have use of equipment to develop their muscles and participate in group games and actions songs. They learn to balance, move to music and participate in Yoga. Babies have soft play areas encouraging them to crawl. Children have opportunities to grow plants and they take a pride in watering them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in purpose-built premises with secure outside play areas. Children are accommodated in three self-contained separate areas depending on their age. Staff take great pride in their rooms and have attractive displays of children's work on the walls and the hallways showing what the children have been doing. Children have use of secure outside play areas and a grass area as well as a covered area giving them opportunities to play outside all year. Children are supervised very well at all times and safety within the rooms is maintained to a good standard. For example, finger guards are on all the doors used by the children. Staff are vigilant in checking their rooms to ensure they are free from hazards, regular risk assessments are conducted, and fire drills practised. Children sleeping are checked regularly and very good procedures followed with checking babies and recording their sleep times. However, entry to the building is by key pad. Monitoring access to the premises is inconsistently applied by parents

to ensure visitors do not gain entry to the building without being introduced to a member of staff. Children learn the importance of keeping themselves safe. For example, to move safely on the stairs and sit properly on chairs.

Children choose from a good range of toys and resources that are regularly checked and washed to ensure they are safe for children. They are rotated to provide variety and challenge for the children and easily accessible. Babies have treasure baskets, heuristic play and a sensory area.

Children are further protected by the staff's secure knowledge of how to deal with child protection. They have a comprehensive policy and documentation to refer to and have completed training. They have a nominated person within the nursery to who to refer, to seek advice and support if they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy and settled in the nursery. They arrive eagerly and are pleased to see their peers. Babies receive very good care. They have a range of activities giving opportunities to explore and develop their sensory awareness. The resources are organised well to encourage children's development and they show delight when they manoeuvre to reach something. They giggle happily at each other and have a good rapport with their keycarer. Siblings show delight in seeing each other during outside play and younger children will look out of the window watching their sibling playing outside. Staff are confident in using the Birth to three matters framework. Children's progress and development and achievements are recorded. There are good arrangements in place to make the transition from one age grouping to another a happy experience with gentle introductions and documentation transferred to show each child's individual stage of development. Younger children are introduced to new experiences, for example, creative and imaginary play. Their communication is encouraged. They explore outside and eagerly talk about what bugs they have found. Children enjoy actions songs and using musical instruments. Children are encouraged from a young age to help tidy up and they learn to value and care for their toys. Children are keen and eager to learn, however, not all children are sufficiently challenged to build on what they already know and can do, for example, activities do not always challenge the more able children. They participate in nursery outings, for example, a spring walk at Ocombe Farm and fund raising events, for example, Comic Relief and Marie Curie. Children's birthdays are celebrated.

Nursery Education:

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals. The staff have a secure understanding of the Foundation Stage. They plan a wide range of interesting activities. Overall, children busily engage in activities. They have opportunities for free play balanced with structured activities for example, circle and story time. Children extend what they have been learning in their free play, for example, making maps during outside play. Children recognise their names and discuss initial letter sounds. They have a self-registration system on arrival and recognise their names at lunchtime when they have placemats with their name on. Children have key carers who monitor their children's progress and set realistic targets for their next stage of development and to support their progress. The staff use assessments effectively to support their planning and are starting to evaluate their daily sessions to enhance this. Children have opportunities to freely make marks for a variety of purposes. They use simple technology confidently and have good mouse control when using the computer. They learn to take turns, for example,

when using the computer they use a timer and know when it is the next person's turn. Children enjoy role-play and the home corner is changed to provide variety for the children, for example a hairdresser, a doctor's, and a café. Children routinely count in naturally occurring situations, for example, when lining up to go outside to play and how many children are present at registration time. Children are encouraged to look at books and handle them carefully. They listen well at story time and will predict the outcome of the story. Children have opportunities to learn about volume through water play and, for example, textures, and volume with dry and wet pasta. They are encouraged to explore, investigate, and use their own ideas. Children value their work, and are keen to show it to staff and beam with delight when they are praised. Children learn about their local community and the wider world through planned themes. They are starting to learn French at circle time. The children eagerly share their home news, engage well with each other, make comment on each other's work and give each other ideas. Children are welcomed into each other's games, for example a child joined in role-play that is set up as a doctor's surgery and said "I have injured my leg." They enjoy dressing-up and using resources to support their play.

Helping children make a positive contribution

The provision is good.

Children behave very well, they have boundaries and routines that they are familiar with. The older children are involved in making their rules and reminded of them. Children receive praise for good behaviour and their confidence and self-esteem is encouraged well. Staff present as positive role models to the children enabling children to be secure and happy as they play. Children are thoughtful and caring to each other. They learn to share and take turns from a young age. Children learn about their local community with local outings and have regular visitors to the setting, for example the dentist, a police officer and librarian. Festivals are celebrated throughout the year to raise children's awareness of diversity. Children's spiritual, social, moral, and cultural development is fostered.

Children with learning difficulties are supported and staff have had relevant training to support their placements. Children's likes, dislikes, and routines are known well by the staff. Children thrive in a caring atmosphere. Children who are unsettled on arrival are quickly reassured and staff sensitively engage them in activities. When children move to the next room, they are gently introduced to the new routine at their own pace.

Partnership with parents is good. They receive a warm welcome and their wishes are respected. There are effective systems in place to keep them well informed. Information is displayed well on notice boards. They receive regular newsletters and a prospectus. They are invited to two parent's evenings a year. The effective key carer system provides a good link between home and the nursery. This ensures continuity of care for all children but particularly for the younger children whose routine and sleep patterns are followed as requested by parents. The younger children have daily diaries giving written details about many aspects of their child's care. The dairies are also used by parents to exchange information. This good practice ensures consistency of care for the children and ensures parent's wishes are respected. Parents whose children are in receipt of funding have access to their child's assessment records and encouraged to support their child's learning at home. They are able to see the planning for the week displayed in each of the units.

Organisation

The organisation is good.

Children are cared for by very well qualified, experienced, and caring staff who work well as a team. They relate extremely well to each other and have a very good rapport with the children. They have a commitment to on-going training and complete in-house training. The rooms are bright, modern, and child-friendly. They are organised well to give children opportunities to play and rest and have a variety of indoor and outdoor activities. Children receive plenty of individual attention. Children's documentation is well recorded to support their placement and regularly reviewed. There are comprehensive policies in place to meet the standards and the regulations, which are regularly reviewed. Staff have regular appraisals and monthly staff meetings. Students have a good induction so they are clear of the policies and procedures.

Leadership and management is good. The nursery is well supported by the corporation with regular visits from Regional Managers to support and monitor the staff and monitor the quality of the provision. The manager of the setting is actively involved in the successful running of the setting on a daily basis and has a very good relationship with all the staff, who respect and value her support. The nursery has regular contact with local schools to make the transition from nursery to school run smoothly for the children.

The setting meets the needs of the range of 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.

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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):

- ensure visitors cannot gain entry unnoticed.

- ensure children receive sufficient challenge to extend their learning and build on what they know and can do.

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 evaluation of sessions to support planning.

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