

# Kiddi Caru Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346334
<b>Inspection date</b>	22 May 2007
<b>Inspector</b>	Sara Bailey
<b>Setting Address</b>	Kiddi Caru, Emperor Way, Exeter Business Park, EXETER, EX1 3QS
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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 in Exeter, Devon is one of a nursery chain in England owned by The Childcare Corporation. It was established in 2002 but re-registered in 2006. The nursery is purpose-built and is situated in a business park on the eastern edge of the city. A maximum of 129 children under eight years may attend the nursery at any one time. There are currently 280 children on roll, of these 77 are funded three and four year olds. Children with learning difficulties and disabilities are supported at the nursery. Kiddi Caru is open all year round on weekdays from 07:30 to 18:30. There are eleven playrooms on two floors and children are grouped according to age. Food preparation and laundry facilities are on site and there are enclosed outside play areas. There are 44 staff that work at the setting, the majority of staff hold level 3 qualifications in Early Years, some staff hold level 2 qualifications and a few are unqualified working as assistants.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's health and well being is effectively promoted and given the highest priority by all of the staff. For example, children learn the importance of hand washing before and after mealtimes from a very early age. Very young children have warm flannels provided at the table to wash, some enjoying the independence of achieving this themselves. Older children routinely wash their hands using soap and individual paper towels to prevent the risk of cross infection. Staff are excellent role models as they wear aprons and disposable gloves to change nappies, they clean changing mats and tables with anti-bacterial spray and routinely wash their hands. Babies and young children have individual bedding, which is stored hygienically in-between use to protect them from cross contamination. The premises are immaculate with excellent cleaning rotas in place to maintain health and hygiene. Accident and medication records are clear, professional accurate and countersigned by parents to further promote children's good health. Paediatric first aid training is completed by most staff, others hold valid workplace first aid certificates or booked onto courses, ensuring there are always many staff on duty at any one time with relevant training.

Children's dietary needs are met exceptionally well. All ages have easy access to drinking water throughout the day and have a choice of water or milk at snack time. They are also reminded to have a drink after exercise and on hot days. A water cooler is available for older children to help themselves to as they wish. Children enjoy a wide variety of snacks and meals, which are healthy and nutritious. The cook and the staff have highly effective systems in place to meet the individual needs of children with special dietary requirements. For example, a red placemat and bowl identify a special diet, staff sign for these and take responsibility for ensuring the child's individual needs are met. Babies are only given foods which they have previously tasted at home to ensure they have no adverse affect or allergies. Babies have their bottles of milk given by their key carer whilst cuddled in and spoken to, creating a relaxed feed time. Their bottles are heated in accordance to parents wishes and babies food provided at times, which are in line with their home routines.

Children of all ages greatly benefit from twice daily, outside play opportunities, whatever the weather. Different age groups have access to age appropriate areas to develop their physical skills. They thoroughly enjoy running around, climbing and riding on wheeled toys. Babies are taken out for walks in the fresh air regularly and all ages benefit from playroom windows being open for ventilation. Children further develop their physical skills and general wellbeing through yoga with staff, who have completed training.

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

The provision is good.

Children are generally safe within the premises as there are regular risk assessments to identify and address potential hazards. However, although there are positive security systems in place these are not always effective. For example, the outer and inner doors were held open by authorised people for those who were not and keypad numbers observed as they are entered. This puts children at risk. Also, an electric fan is a potential hazard as it is accessible to children having their nappies changed. Staff are vigilant about maintaining ratios and supervision of children both inside and outside is good.

Children of all ages can easily access a wide range of toys and resources, which are safe and well maintained. As well as activities being laid out on table tops and on the floor to engage children in play, they can also self select from low, open shelving and drawers, which are clearly labelled. Children benefit from a range of child sized tables and chairs to meet their individual needs. For example, there is ample highchairs and cots for babies, very young children are safe and independent in low chairs at low tables and as they progress, the furniture in each age group's playroom grows with them to ensure their ongoing safety.

Children's welfare is safeguarded as all staff are knowledgeable about child protection issues. There are clear procedures in place, in line with the Local Safeguarding Children's Board. Staff have effective systems to record and share information with other agencies in the event of being concerned about a child.

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

The provision is outstanding.

Children of all ages thoroughly enjoy their time at the setting. Children under-three-years of age have their individual needs met exceptionally well within their small, individual groups. Their activities are expertly planned using the Birth to three matters framework, which ensures that they enjoy age appropriate play to help them develop skills across all aspects of their development. A big emphasis is on young children exploring their senses to learn about the world. They play and explore a variety of textures in the form of food, such as custard, cornflour, baked beans and natural resources such as sand and water. Their development is accurately recorded to share with parents and many photographs are taken to illustrate how individual children's experiences relate to the four aspects of the Birth to three matters framework. Babies are nurtured and given special one-to-one care by their key carer. Their individual daily routines are adhered to and they thrive on a relaxed and gentle environment with music playing and consistent staff. Very young children relish their play and feel safe and secure within a structured routine, which ensures their basic care needs are met very effectively through regular eating, sleeping and nappy changing. All children under the age of three years have their individual needs met in a highly effective way as the staff are so well tuned into their starting point and their favourite activities, to engage them in age appropriate, stimulating play.

### **Nursery Education**

The quality of teaching and learning is good. Funded children aged three to four years of age are having very positive experiences. Children's creative and mark-making skills are excellent. Most can write their own names spontaneously, copy unusual shapes, draw around templates and cut them out with skill and draw complex pictures. However, not all children's individual stepping stones records accurately record this progress. Children routinely find their name cards at circle time but are not sufficiently challenged. For example, many have been able to do this for along time as their name is illustrated with a picture. Children show an enjoyment for books and stories, pretending to read to their peers and showing an interest in letters and numbers on the keyboard. The computer programmes are very popular and children take turns well with it through the use of a list of names as to whose turn it is next. They engage in fun peer group play whilst on the computer, taking great delight in teasing each other and making each other laugh. Children interact with each other and the staff effectively, using a wide vocabulary.

Children routinely count and learn about numbers through displays and activities although more able children are not always sufficiently challenged with basic mathematics. For example, some staff introduce simple addition and subtraction skilfully through everyday discussions

about the amount of grapes they have at snack time but other's do not use opportunities in this way to develop children's learning. Children learn about the world around them through activities, discussions and creative work. For example, they explore the weather, holidays and transport. Staff use photographs really effectively for children to recall their previous learning and experiences, not only are they displayed at child height to aid discussions but laminated photos are enjoyed for them to touch and play with. Planning takes into account children's own interests to develop their learning, for example, a topic of Fairytales. Children role play in a large castle, create flags with their cutting and sticking skills, sing songs relating to the topic and are introduced to the past and present through their questions and discussions. Children's learning is observed by key carers, recorded and identified areas for development for each child are used to influence the future planning, to meet individual needs.

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

The provision is outstanding.

Children's behaviour is exemplary. They respond well to praise and encouragement from staff and form positive relationships with both them and their peers. Children are involved in the packing away of toys from an early age and they clearly understand the daily routine, which makes them feel safe and secure. Children take turns in being the 'friend of the day' where they offer kindness and support to their peers, this develops their personal, social and emotional skills and builds their own self esteem.

Children gain a well-developed respect for others and their beliefs, cultures and traditions through everyday experiences. Staff, children and resources promote positive images of diversity. Everyone is valued and inclusion is clearly evident in every aspect of children's care. For example, children with learning difficulties or disabilities are supported alongside other children by key carers who express their supportive role as 'a helicopter rather than a hovercraft', in being there when the child needs them rather than being too overpowering. Children are learning how to speak French and how to communicate using sign language. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers in respect of nursery education is good. Children benefit from the effective sharing of information between key carers and parents about the Foundation Stage curriculum and their individual progress along the stepping stones. However, not all developmental records are accurate and up to date and the planning displayed for parents does not follow the same six areas of learning, which is potentially confusing. The parents of children under three years of age receive detailed information about the Birth to three matters framework through displays using the pack and through photographs of their own children enjoying specific activities to illustrate the framework. Parents wishes are clearly respected and routines incorporate home routines. For example, babies' feeding and sleeping patterns are very individual, the way in which their bottles are heated are in line with home to ensure consistency. Daily diaries and information sheets enhance the informal interaction between key carers and parents, with detailed accounts of their children's care, learning and play. A toy dog 'Alfie' links children's home experiences with nursery. Children take it in turns to take Alfie home with his suitcase, toothbrush and belongings. A diary of his experiences are later shared with the group. Parents are also well informed about the setting through notice boards and regular newsletters. Their feedback is sought in a number of ways to ensure the partnership with parents is constantly reviewed and improved.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children benefit from most aspects of the daily routine being really well organised. For example, children are grouped according to age and stage of development in groups no bigger than 12. This ensures they have their individual needs understood and met very effectively. Nappy changing is somewhat institutionalized with a convey belt system for all children being changed at a specific time. However, children are also changed as and when required in addition to these set times, which meets individual needs. Staffing is consistent within each of the playrooms with designated room leaders, who are overseen by a senior. Floating staff ensure ratios are constantly maintained and children are safe and well supervised. However, the door security is not always effective, allowing unauthorised visitors into the building. This compromises children's safety.

All documentation is clear, professional and accurate. For example, registration systems show both staff and children's times of attendance. Policies are regularly reviewed, updated and shared with staff and parents. Evidence of staff's suitability is on file and confidential records are stored effectively in a locked filing cabinet. The registration certificate is clearly displayed. However, although written risk assessments have identified a potential risk with electrical fans, and safety procedures have been discussed, these are not always carried out by staff, which put children at risk.

The leadership and management is good. The nursery manager and deputy are well supported by higher management of The Childcare Corporation. Senior staff are empowered to monitor and evaluate the staff's performance and identify training needs in order to maintain the quality of care provided in each of their age groups. They have been able to identify for themselves that some of the children receiving nursery education have some gaps in their progress records and are addressing the issue. The nursery manager is very proactive at identifying the settings strengths and weaknesses, striving to improve the outcomes for children. For example, the manager responds to incidents such as the door security issue with immediate effect. Managers are very committed and dedicated to their roles and responsibilities, which motivates the staff team and effectively and consistently meets the children's individual needs within such a large nursery.

## **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):

- ensure children's safety through vigilant security procedures and electric fans being inaccessible.

#### **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):

- ensure older, more able children are sufficiently challenged through their play and that their records are maintained to show their progress along the stepping stones and shared with parents.

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)