

# Kiddi Caru Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346325
<b>Inspection date</b>	27 June 2007
<b>Inspector</b>	Maria Therese Conroy / Daphne Prescott
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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 was registered in 2006. The premises are located in the Empress State Building in North Fulham in the London Borough of Hammersmith and Fulham. It is part of a chain of nurseries operated by the Childcare Corporation. The nursery provides 104 day care places in total. The setting is open from 07:30 to 18:30 every weekday throughout the year closing only for public holidays, and a week at Christmas. Children attend for a variety of sessions. Currently there are 128 on roll. There are 21 children receiving funding for nursery education. The nursery is able to support children who have special educational needs and children for whom English is an additional language.

The nursery is within walking distance of public transport systems. The setting has seven play rooms served by four nappy changing units and there are toilets for children, staff and visitors. There is also a laundry room, milk kitchen, staff room, office, sleep room and a buggy store. Children have direct access to a secure outdoor play area.

The nursery employs 40 staff including the manager, deputy and two support staff. The majority of staff have an appropriate early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are encouraged to eat healthily by being provided with a varied menu, which is nutritionally balanced and includes fresh fruit and vegetables. The portions are generous and food is attractively served, which encourages children to eat. Older children are gaining independence as they help themselves to food during mealtimes, while younger children are supported by caring staff to become more independent. For example they are encouraged to hold their spoon and feed themselves. Staff are vigilant regarding children's dietary needs and there are effective systems in place to ensure that all children are protected.

Children's health is protected as there are clear systems in place for administering medication and for dealing with accidents. A total of 14 staff have a paediatric first aid qualification and a further nine are currently on training. A written sickness policy is in place with exclusion periods for infectious diseases displayed on the parents' notice board. Staff follow very good hygiene practices particularly when handling food, they wear gloves and clean the tables down before use, which protects children from cross infection.

Children take part in a variety of activities to promote a healthy lifestyle and encourage physical development. They enjoy climbing the slide, throwing balls, riding bikes and playing ring games, in addition they take part in yoga and love music and movement. Children's fine motor development is supported when they use paintbrushes, thread beads, cut with scissors and draw with pencils.

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

The provision is good.

Children are kept safe as the premises are very secure, a buzzer entry system is monitored by the management team who are particularly vigilant when parents and visitors arrive and depart. There are efficient procedures in place for monitoring health and safety issues, which include regular risk assessments throughout the building. Regular fire drills are undertaken, which ensures that staff are suitably prepared to evacuate and children are familiar with the procedure. The play areas are safe and welcoming for children, which allow them to explore and move around freely.

The toys and equipment used by the children are of a good quality and age appropriate, which allows the children to eat, sleep and rest comfortably. Toys are stored at low level and are clearly labelled, to enable children to make independent choices, extend their play and access them easily. Although there is a range of toys and equipment in each of the nursery rooms, the resources have not been increased as the numbers of children have risen. This means that some equipment has to be shared among the nursery as a whole, which results in each room taking turns to use certain items.

Children's welfare is well protected because the staff are secure in their knowledge and understanding of child protection issues. Each member of staff undergoes an assessment in relation to their knowledge of child protection as part of their induction; this ensures that all staff fully understand the procedures in place. In addition staff attend external training to keep them fully updated on child protection issues.

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

The provision is good.

Children under three take part in a range of activities to promote their developmental progress. Staff use the Birth to three matters framework to plan the activities. Children enjoy singing to their favourite songs such as 'wind the bobbin up' and follow simple actions demonstrated by staff, who sit with them. They are learning to listen and respond when they hear music and use musical instruments. Children have regular opportunities to use natural play materials such as water, sand and clay. They enjoy exploring different textures such as paint, jelly and cornflour and creating using chalk and pasta. Children are learning to make connections as they play with the puppets and small world figures, such as the animals. Staff are gentle and caring towards young children, they give them a sense of security by sitting with them, giving them cuddles and speaking to them in a gentle manner. They support children in their play and enable very young children to take part in the activities provided.

### **Nursery Education**

The quality of teaching and learning is good. Nursery education funded children engage enthusiastically in a range of meaningful activities. Staff plan and observe the children and record their progress. Staff can describe what children are able to do, how they are developing and what are the next steps in learning for children. However, this is not clear in the children's records. Staff are enthusiastic and they encourage children to go further, to work things out and to stay focussed. Behaviour is generally good and children are able to share and play cooperatively together. However, at circle time some children become restless and disruptive because of the organisation of the group time.

Children are confident and independent. They have good relationships with adults and other children. Children can communicate well and contribute their own ideas. Children ask questions, describe what they have done and what they are thinking during projects. Some know the names and sounds of some letters of the alphabet and they enjoy attempting to write their names by copying the letters from their name cards. They enjoy stories and looking at books. They discuss what is happening and why, encouraged by the interesting questions staff pose.

Children count, recognise some written numbers and do simple calculations as part of practical activities and games. Children are involved in a counting game where they learn to take turns and to count. Children explore different materials and learn about the natural world. They look at African Snails and are excited when the snails have eggs. They build and design with great enthusiasm and staff provide support to encourage children's creativity and to help teach techniques, so children can succeed. Children's good imagination is also evident in their role play and drawing and is promoted through planned activities.

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

The provision is good.

The staff are very aware of children's individual needs, as detailed information is gathered from parents prior to children starting. Staff have a good understanding of children's dietary needs, which are displayed in designated areas within the playrooms. A large number of children who attend the nursery speak more than one language, with English being their second language. There are resources that support children's learning about diversity, including their own culture and that of others. For example, songs sung in different languages such as Spanish, dolls of different ethnic origin and books. In addition labelling around the play area is written in different

languages. The staff team are made up of various nationalities, which enables them to give support and reassurance to children and parents in their first language. The nursery are able to support children who have special educational needs and disabilities, they are given advice and guidance from the local authority support worker.

Children are generally well behaved; they share, cooperate and take turns. Staff manage children's behaviour well, they give clear explanations as to why the behaviour is not acceptable and suggestions of how children can manage their own behaviour and deal with their feelings. Staff praise children throughout the day, younger children are rewarded for their 'good sitting' and 'good eating'. Staff acknowledge children's achievements, for example one very young child is praised by staff in his first language, 'well done, clever boy', as he stands on his own. Overall children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. There is lots of written information available to parents, which keep them informed of their child's care. Outside of each of the playrooms there is a notice board with information relevant to the children in that particular room, such as planning, key workers, menus and activity of the day. The main parents' area in the entrance hall contains more general information, such as certificate of registration and policies and procedures. Parents are given verbal feedback on their child's care at the end of each day and a written weekly report. Although parents can ask about their child's care and development, there is currently no formal time identified for parents to speak to their key workers regarding their child's progress. However the nursery are currently reviewing this and planning a parents' curriculum evening in the near future. Information regarding the Foundation Stage curriculum is not currently given to parents; however this is being developed by the nursery. Parents state they are happy with the care provided and feel staff are approachable, they feel they are kept informed by way of newsletters, but would welcome more information on the Foundation Stage curriculum and a specific time they could discuss their child's progress with their key worker.

## **Organisation**

The organisation is good.

The leadership and management of the nursery is good. The management team have a good understanding of how staff work and the areas for development. This is achieved through effective procedures in place for monitoring and evaluating the quality of the nursery provision. A well organised management structure is in place, which enables all staff to be line managed and supported. In addition they receive an annual appraisal, which identifies any training needs. The staff work well as a team, they are given additional roles and responsibilities within the nursery, which promotes their professional development. The required ratios are met throughout the day with the support of the 'lunchtime cover staff'. All regulatory paperwork is in place and well organised.

The premises are extremely safe and secure; they are welcoming to both children, parents and visitors, who are greeted by the management team on arrival. Relaxing music plays in the background creating a tranquil and inviting environment. Rooms are well organised creating space for children to move around, explore safely and engage in the activities provided.

The nursery has significantly increased the number of children they care for recently and now utilise all the areas within the nursery building. However as the number of children have grown, the resources have been shared out between the rooms. This means that children have to take turns in accessing some of the equipment; the nursery have made plans to order more resources.

Although parents are kept informed on their child's care on a daily basis, there is no formal system in place for parents to discuss their child's developmental progress. In addition they are not provided with information about the Foundation Stage curriculum, therefore they are not fully informed. However the nursery is currently developing both of these areas.

Children enjoy taking part in a wide range of purposeful activities including circle time, which enables them to gain confidence when talking in front of other children. However, this activity is not always fully effective due to the way in which it is organised.

The assessment procedures undertaken by staff in the pre-school room clearly identify what children can do and the progress they are making, however they do not clearly indicate the children's next steps for learning.

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 written 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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### **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):

- extend the resources to provide a wider range of play opportunities for children both indoors and outdoors

#### **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):

- review the procedure for accessing children's progress to plan for their next steps in their learning

- review the organisation of circle time
- improve systems to provide parents with more formal opportunities to discuss their child's progress and be provided with information about the Foundation Stage curriculum

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