

Kiddi-Creche Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY268493
Inspection date	26 September 2007
Inspector	Ingrid Szczerban
Setting Address	The Holmstead, Bradford Road, Cottingley Bridge, Bingley, West Yorkshire, BD16 1NB
Telephone number	01274 562628
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Registered person	Kiddi-Creche Private Day Nurseries Ltd
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-Creche Private Day Nursery, The Holmstead, opened in 2003. It is privately owned by a limited company and located in a detached period building on the main Bradford Road between Cottingley and Bingley. The nursery serves the local community. There are two first floor rooms for babies and tweenies, and one ground floor room with separate areas for toddlers and for pre-school children. An outdoor play area is available. Opening times are from 08.00 to 18.00 each weekday for 51 weeks of the year.

A maximum of 45 children may attend at any one time and there are currently 88 children on roll. This includes funded three- and four-year-olds and children attend for a variety of sessions. There are twenty staff, all of whom are qualified, and several are working towards qualifications at higher levels. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The nursery is a member of the National Private Day Nurseries Association, and the proprietor is actively engaged in the association. The setting currently partakes in a quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are fully addressed. Children demonstrate good personal hygiene habits, washing their hands at appropriate times during the day. Children are effectively protected from cross-infection through the use of effective hygiene practices and procedures, such as making sure that each child has their own fresh bed linen. The sickness policy, made available to parents, contains exclusion periods for various childhood illnesses. All the staff hold current first aid certificates, and accidents and medication procedures are rigorous, thereby safeguarding children's health. Children rest and sleep according to their individual needs so that they remain healthy.

A good balanced diet is provided throughout the day to foster children's health and development. Children receive mainly home-cooked food, and drinks in sufficient quantity for their needs. Individual dietary needs are fully considered to promote their well-being. Older children can help themselves to water from a cooler whenever they wish. Children are also beginning to understand about healthy food; they eat fresh fruit and vegetables each day. Children readily stated, 'I'm having more milk because I want to get big and strong'. They eat foods from around the world and respond well to mealtime routines; children sit at tables to eat and engage in conversations.

Children enjoy a wide range of physical activities which contribute to their good health. They have daily access to physical activities outdoors; hence, they can run, jump, balance, ride small bikes and kick balls. They particularly enjoy taking turns to jump over skipping ropes and playing chasing games. Therefore, they develop good stamina and coordination. Outings are a regular feature of the routine and so children become good walkers too.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Playrooms are bright and airy. Children's own artwork, eye-catching mobiles and interesting photographs of outings to farms and woodlands are prominently displayed. These heighten children's sense of belonging and create stimulating conversations. Children move around safely and freely in the well-organised setting, where risks are identified and minimised by staff through very good practices. Access to the provision is closely monitored. Doors are kept locked; both parents and visitors must ring the bell to gain admission. Staff can clearly see callers at the door and they ensure that children leave at the end of sessions with a known adult in order to protect children. Children are also learning well about their own personal safety; for example, they are reminded about road safety issues before going to the library.

Children use a broad range of good quality, developmentally appropriate resources that foster all areas of their development. These are very well organised into specific areas of learning within the playrooms at child height; encouraging children's decision-making skills and independence. Although the playrooms are well organised, space is at a premium and the outdoor area is not used to its full extent. This results in children not having as much free space indoors. Staff ensure that children play with developmentally appropriate resources. Suitable furniture and equipment is available and is used correctly in order to keep children safe. Older children can independently access the outdoor play area.

Children's welfare needs are fully addressed because staff have attended training in child protection. They have a good understanding of their responsibilities in line with the Local Safeguarding Children Board guidance. There is a comprehensive written policy, which includes the procedure to follow in the event of an allegation being made about a member of staff, and the child protection policy is shared with parents prior to admission.

Helping children achieve well and enjoy what they do

The provision is good.

A very good range of activities is planned and provided for children to foster all areas of development. The daily routine is varied and flexible, with times for children to rest, have meals and take part in activities both indoors and outdoors.

The staff in the baby and toddler rooms use the 'Birth to three matters' framework well to improve younger children's achievements. Superb use is made of treasure baskets and heuristic play. Babies demonstrate high levels of interest as they investigate the rough ridges of shells with their fingers and mouths. Toddlers relish making noise using metal objects. Young children enjoy exploring paint, shaving foam, sand and water. They love stories, singing and have great fun replicating familiar animal noises, for example, as they roared like lions. Soothing music and cosy covered tents enhance the emotional well-being of younger children.

The interaction between staff and children is excellent, ensuring that warm trusting relationships are developed and that children are very happy and settled. Staff spend all of their time playing with the children, giving support, using playful talk and encouraging them to explore their environment. Reassuring cuddles and distraction are used with skill and sensitivity to help children settle. Young children communicate their needs very well. They use gestures, simple words and sentences, and their progress is celebrated enthusiastically by the staff.

Nursery Education

The quality of teaching and learning is good. Key staff have good knowledge of the 'Curriculum guidance for the foundation stage' and of how children learn effectively. They challenge children appropriately by using effective questioning to encourage the children to think and respond in their own words. Plans of activities consistently cover the six areas of learning and are implemented flexibly to reflect children's interests and ideas. Children's development records contain observations of their achievements which are clearly linked to the stepping stones, resulting in clarity about the next steps for individual children's learning.

Children show good levels of concentration and stay with activities they have chosen for lengthy periods. They are confident and are happy to take charge of their personal hygiene and care. Children serve themselves and help others with cereal and milk for breakfast. Children play well with each other and can co-operate in tasks, such as building a house together with wooden blocks. Children communicate well and enjoy conversations with each other and staff. They chatted enthusiastically about home experiences, such as having a new baby in their family. Children are skilled at recognising letters and words and enjoy looking at books and sharing stories.

Children are beginning to develop a good interest in numbers; they count well and more-able children are beginning to solve simple mathematical calculations. For example, they knew how many children were at the table and, therefore, how many knives, forks and spoons were needed. Children can recognise and sort shapes and they understand positional language, such as 'over'

and 'under'. Children are excited to find out about the world around them. Interest tables with books, plastic insects, magnifying glasses and binoculars are set up to further children's understanding of the mini beasts which they have discovered on outings. They pay close attention to their surroundings; they shouted with glee when they noticed a rainbow on the floor caused by refraction of the sun's rays through the glass fish tank. Children also know how to use simple equipment on the touch screen computer and can complete simple programs.

Children confidently explore a good range of creative materials, such as paint, malleable materials, collage, sand and water. They recreate their own experiences through role play, such as eating in a café and buying shoes and boots from a shop. Children have good fine manipulative skills. They use serving spoons with control to transfer food from dishes to their plates and pour their own drinks. However, children are not consistently helped to learn how to use a knife and fork correctly at mealtimes.

Helping children make a positive contribution

The provision is good.

Children and their families are treated with equal concern by staff, who liaise closely with parents to meet the needs of all children. Children in the setting are introduced to the wider world via a good range of resources and activities, which helps to introduce them to other ways of life. Whilst the children begin to gain understanding of diversity through playing with appropriate toys, using a few signing words and celebrating festivals, their everyday experience of diversity is limited. There are systems in place to ensure that appropriate arrangements can be made to meet the needs of children with learning difficulties or disabilities.

Children behave very well and know their boundaries because staff give simple, clear and consistent guidance as to their high expectations. Staff are good role models and treat the children and each other with great respect. Children know that kindness and being considerate are important because staff highlight any such examples. Children are frequently praised whenever they help others or when they share. Children learn to take responsibility, such as helping to set tables and tidy away. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are warmly welcomed into the setting. They receive clear information about the setting and its policies and procedures. Parent noticeboards contain detailed information about planning and recent themes and activities, including the six areas of learning. Parents are kept well informed in the newsletter, and receive ongoing verbal feedback regarding their child and how they are progressing. Development files are shared with the parents every six months and they are welcome to look at these at any time. Parents are encouraged to extend their child's learning at home and are asked to bring in artefacts relating to current topics. They also receive the words of new songs and rhymes which their children are learning.

Organisation

The organisation is good.

The well-organised and welcoming environment allows children to exercise choice and promotes their increasing independence and confidence. Resources and activities are attractively presented and children are able to freely select further resources to support their play if they wish. All the required documentation is in place and policies and procedures are successfully adhered to in practice. Recruitment and vetting procedures ensure children are sufficiently well protected

and cared for by staff with good knowledge and understanding of child development. Induction procedures are sound and ensure that staff have a good awareness of expected practice.

Leadership and management of the nursery is good. Staff are enthusiastic and have a high level of commitment towards improving practice and their individual learning. Ongoing training is actively encouraged so that staff enhance their skills and share this knowledge with others. There are good contingency arrangements in place to cover for staff sickness and absence. They work very well together as a team and each has a clear understanding of their role and responsibilities. The manager gives good support to staff and the key person system is used well. The manager provides constant guidance and sets a good role model for staff as she frequently works within the nursery rooms. The setting is pro-active in identifying their own areas for development and regularly seeks and acts on the advice and support from the local authority and other contacts, such as the National Day Nurseries Association. This demonstrates a willingness to continually improve and has a positive impact on the care, learning and play provided.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection a recommendation was raised regarding documentation. The provider has improved the documentation, specifically the policy on behaviour management, which now reflects the good practice and reassures parents that children's welfare is paramount.

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.

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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):

- develop the use of the outdoor play area
- enrich children's everyday experience of diversity.

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):

- improve children's awareness of table etiquette.

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