

Kiddi Caru Day Nursery

Inspection report for early years provision

Unique Reference Number	EY277757
Inspection date	08 November 2007
Inspector	Anna Davies
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Registered person	The Childcare Corporation PLC
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 opened in 2004. It is one of 21 nurseries run by The Childcare Corporation PLC. It operates from a two-storey building, situated just off Oundle Road, close to the centre of the city of Peterborough. The children are grouped, according to their age and stage of development, into one of seven rooms. An outdoor play area is available. Car parking for the parents is available adjacent to the nursery. The children come from a wide catchment area, as most of their parents travel into Peterborough to work from around the area.

A maximum of 114 children from birth to five years may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round, except for a closure of one week during the Christmas period and they do not open on Bank Holidays.

There are currently 145 children from birth to five years on roll. Of these, 31 children receive funding for nursery education. The setting also cares for two year olds who receive funding under a pilot project operating in the local area, funded through the CSP (Children's Strategic Partnership). Children attend for a variety of sessions. The nursery currently supports children

with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs 24 staff who work directly with the children. Of these, 21 of the staff, including the manager and deputy manager, hold appropriate early years qualifications and one is currently working towards a qualification. The setting also employs administrative staff and catering staff. The setting receives support from a teacher from the Peterborough Sure Start Strategic Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is protected as they follow effective hygiene routines such as washing and drying their hands with liquid soap and paper towels and using individual flannels for wiping their faces after eating. These practices prevent the risk of cross-contamination. Older children understand the importance of washing their hands, stating that they will get germs if their hands are dirty. Staff on the whole help prevent the spread of infection in the setting by their everyday practices. These include effective nappy changing procedures, cleaning tables before children sit to eat and ensuring that areas for storing and preparing milk feeds, are clean and hygienic. Children's health and well-being is well supported because most staff hold current first aid certificates. The nursery has all of the required documentation in place which helps to support children's health such as records of allergies and parental permission to seek emergency medical advice and treatment. This means that they can administer first aid or seek the required support from other professional agencies in the event of an emergency. Information on the care of sick children is shared with parents. These procedures are implemented effectively by staff, and parents are kept informed about any health concerns. This protects the good health of all children.

All children have regular opportunities for fresh air and physical exercise which contributes to their good health. For example, rotas ensure that all children can make use of the nursery garden and outdoor area. Extra resources are taken out into the garden to support the different ages of the children. For example, stand alone play gyms support babies as they watch and observe their environment. Physical opportunities are offered to children indoors. For example, toddlers have an area where they can kick balls, climb on soft shapes and take part in yoga sessions to begin to understand and develop control of their bodies. Babies ably pull themselves up on the furniture and have space to crawl and develop their early walking skills. Older children learn about space and coordination whilst they ride their bikes, crawl in and out of small spaces and practise walking on stilts. The development of children's fine physical skills is promoted through activities such as threading necklaces and cutting with scissors. Children are able to sleep and rest according to their individual needs which promotes their physical and emotional development.

Children are very well nourished which promotes their good health, growth and development. They are offered a broad, balanced and nutritious range of meals and snacks that are freshly prepared each day by a cook. Staff work closely with parents and appropriate records are kept, ensuring that staff are aware of the children's individual dietary needs. The nursery has a highly effective system for ensuring that individual preferences or allergies are identified and adhered to. For example, colour coded place mats with written prompts for staff ensure that children's individual needs are met at mealtimes. Older children are able to respond to their feelings of

thirst or hunger as there are systems in place to enable them to help themselves to food and drinks when they wish. Younger children are offered regular drinks to ensure that they remain well-hydrated. However, they are not able to independently respond to their feelings of thirst when they wish as drinks are not independently accessible to them. This does not allow them to meet their own bodies needs effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All the nursery rooms are designed and organised to encourage children to explore and develop their independence. Resources are stored on low-level shelves and units so that children can make choices in their play. Children move confidently around their environment, both indoors and outside. Space is organised to allow children opportunities to be busy, such as with arts and crafts activities, engage in physical play, or relax and share books in comfortable book areas. The outdoor space is used as an extension of the indoor learning environment covering all the areas of learning and the developmental needs of the children. Children's artwork, mobiles and collages are displayed throughout the nursery, which shows their work is valued, makes the environment attractive and helps children develop a sense of belonging.

The staff have a good understanding of the nursery's safety procedures and policies which they implement effectively to reduce the risk to children from any potential hazards. For example, access to the premises is closely monitored via a buzzer system and a record of all visitors is maintained. Generally comprehensive risk assessments ensure that children are able to work, play and explore their environment with minimal danger. For example, blind cords are secured out of reach of children, younger children are secured in highchairs and protectors on doors ensure that children's fingers do not get caught. Children's safety in the event of a fire is given a high priority. An evacuation trolley and cot ensure that younger children are able to be evacuated effectively and safely. Equipment is regularly checked and maintained and children practise fire evacuations regularly so that they become familiar with the routines and learn about keeping themselves safe.

Children benefit from using a good range of suitable and developmentally appropriate toys, equipment and furniture. These are regularly checked to ensure that they continue to be safe for use by children.

Children's welfare is safeguarded because staff are aware of the procedures to follow if they have concerns about a child in their care, the records that need to be maintained and the named staff that take the lead in this area. A clear child protection policy is shared with parents to ensure that they understand the setting's responsibility towards protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for by key carers in rooms according to their age and stage of development. They enjoy their time at the nursery and settle readily. This is because the staff establish positive, warm relationships with the children, helping them to feel settled and secure. Staff make the environment, resources and activities, fun and meaningful to them and offer good levels of support as children engage in their play. For example, staff encourage children to move through the tent and tunnel structure, playing 'peek-a-boo' as they reach the other end. Children enjoy stories and singing action songs such as 'Miss Polly had a dolly', helping to foster their language and literacy skills. Staff sit with babies, use good eye contact and respond

playfully to their babbles. This enhances the babies' communication skills. Toddlers spend time persevering at activities of their choosing, for example, investigating sand, creating pictures together with 'dabber pens' and collage materials and engaging in imaginative play with toy animals. All young children enjoy a good range of experiences to stimulate their sensory awareness, for example, investigating the contents of treasure baskets and exploring 'goop'. This helps them make sense of their world through touch, texture and smell in fun and exciting ways. Resources are well-organised in all rooms to allow children many opportunities for self-initiated play so that they can develop at their own pace and follow their own interests.

Those working with the younger children use the 'Birth to three matters' framework well to support children's development and well-being. There is a generally secure system in place to record observations made on children as they play and learn. This enables staff to demonstrate the progress they are making in their development and plan and provide a good range of activities and experiences based on children's interests and the next steps in their learning. This ensures that all activities are meaningful to the children and further enhances their enjoyment.

Nursery Education:

The quality of teaching and learning is good. The staff who work with the children in the pre-school rooms have a good understanding of the Foundation Stage. They use this knowledge to plan a broad range of activities for the children covering the areas of learning and generally, the associated stepping stones that children take in order to progress towards the early learning goals. Planning is very detailed and includes topics and activities chosen and initiated by the children. All planned activities are well thought through and outline clear learning intentions. However, planning does not show how activities can be adapted to offer extension and support for different ages and abilities of children. This leads to some missed opportunities to challenge and extend older or more able children. Staff observe children's progress and record this information in their assessment records. These assessments identify children's next steps in learning and are used to inform the planning. Staff generally use effective teaching strategies to ensure that children make good progress in their learning. They spend much of their time supporting children's play, listening to children, responding to their comments. This ensures that children feel valued. Children benefit from the staff's good use of resources, for example, props such as 'Pierre the frog', enabling children to thoroughly enjoy and gain maximum benefit from French sessions. Very good use is made of the learning environments both indoors and outside. For example, many resources are available for children to self-select both inside and when out in the garden which further enhances their enjoyment and learning opportunities. Staff work hard to ensure that everyday and routine activities enhance children's learning, such as frequent opportunities to promote their number skills and recognition. However, there are missed opportunities to develop children's early calculation skills in this way.

The children are progressing well. They listen carefully, use good concentration skills and enjoy the ability to make choices in their play. They are developing their self-esteem as they take on key responsibilities when they are the designated 'special helper', helping to set the table at mealtimes. Children are confident as they respond to their names at registration times, some responding with funny, individual responses. Children work well together and are beginning to appreciate the views and feelings of others. For example, children make sure that their friends have bowls at snack time and help them when they are hurt. Children have developed strong friendships and actively seek each other out to share experiences such as sharing books. Children are gaining independence skills as they manage their dressing up clothes and serve

themselves with food and drink at mealtimes. Their sense of community is promoted as they take part in charity days, dressing up in 'crazy clothes' to support the cause.

Children are developing their competences well across the four aspects of communication; speaking and listening, reading and writing. Many mark-making opportunities are offered to children on a daily basis, for example, on the easel and in the role play areas. They are beginning to understand that writing can be used for different purposes as they create signs and labels for their beach party in the garden. Children have opportunities to share their weekend news with the group as well as 'show and tell' sessions. This encourages children to speak within a familiar group and gain confidence in their language skills. Children understand that there are different types of language used for communication. For example, they take part in regular French sessions and thoroughly enjoy the active role they play as they recite numbers and colours with 'Pierre the frog'. Focus is given during activities to extending children's vocabulary, for example, so that they are beginning to understand more complex topic related words. Children learn to link sounds to letters during everyday activities such as identifying the first letter in their names and through the use of letter games with flashcards. Children enjoy sharing books with one another and further interest is stimulated through displays that show their own pictures of characters from stories such as 'The Ravenous Beast'. Book areas are comfortable and inviting which further promotes their enjoyment of books.

Mathematical language is introduced through play and daily routines. For example, children count the number of reward rockets placed on the chart, sing number songs and learn to count in French. However, there are few opportunities for children to develop their calculation skills during these and other activities. Children are beginning to use language to describe size in their play, for example, as they compare their towers of bricks, commenting 'that's taller than yours'. Children are beginning to make sense of the world around them by investigating materials such as cooked pasta, jelly, oats and seed dough as well as hunting for buried treasure in sand or for bugs in the local environment. Children ably construct with a variety of resources such as duplo, straws and recyclable materials. Technology is routinely used to support the children's learning, for example, computers, programmable toys and pretend keyboards. They are encouraged to become aware of their environment during discussions about cause and effect, for example, how they know that it is windy outside and that the season is Autumn. Children understand about other's cultures because emphasis is placed on this throughout the nursery. Resources and images reflect diversity and topics such as 'Around the world', support children's learning in this area.

The children's opportunities to freely express their creativity and develop their skills during art and craft activities are well supported. For example, displays feature many examples of individual creativity. Children's imagination is developing through music and role play. For example, they listen to different sounds and experiment with volume as they sing loudly and quietly whilst playing instruments. They play in the stimulating role play areas for extended periods of time and ask to extend interests such as doll play, to the outdoor environment too. Children are able to talk about their creative ideas to others, for example, telling visitors that they have painted large boxes to make a ghost train.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met as the nursery collects a wealth of information from parents that enables them to provide appropriate care and attention. Staff follow babies' individual sleeping and feeding routines. This provides continuity of care and contributes to their overall

good health. Written information is shared with parents of younger children so that they are informed of their child's day. This is in conjunction with good opportunities for parents to engage in daily discussions with staff as they bring and collect their child. Regular newsletters and detailed information displayed outside each room, ensures that parents are informed of day to day activities and any change that may affect their child's care or education. All parents are kept informed of their children's progress at bi-annual parents evenings. Parents of younger children have access to good amounts of information about the 'Birth to three matters' framework which enables them to support their children's learning. However, although staff identify children's next steps in their learning each month, these are not then effectively shared with all parents at that time and opportunities for parents to contribute to children's assessment records are limited. Staff demonstrate a commitment to inclusion. For example, clear labelling in different languages and support from bilingual staff ensures that all children, including those for whom English is an additional language, are included. Furthermore, staff show a clear understanding of their roles and responsibilities when caring for children with learning difficulties and/or disabilities and there are secure systems in place to support children with additional needs. As a result, all children's individual needs are met.

All children are involved in the life of the nursery and staff place a high value on their contributions. For example, their photographs and artwork are routinely displayed and older children have their own drawer in which to put their personal belongings or work that they would like to take home. Children are beginning to learn about diversity and the wider world with a range of planned activities and resources such as books, posters, dressing up clothes and musical instruments. Behaviour throughout the nursery is good. There are appropriate strategies to help children understand the rules for good behaviour so that they know what is expected of them. For example, reminders are given about the appropriate use of resources, and music is used to give children a prompt that 'tidy-up-time' will begin soon. Positive behaviour is encouraged through the awarding of stickers or by moving their 'rocket' up on the reward chart. This boosts children's self-esteem and feelings of self-worth. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers for nursery education is good. Parents receive good amounts of information about the Foundation Stage both in writing and through photographs and displays detailing the areas of children's learning. They are aware of the activities on offer because planning is clearly displayed and monthly newsletters from the pre-school staff, detail forthcoming activities and topics. There are generally good opportunities for parents to become involved in their child's learning. For example, information is both displayed and sent home, outlining the benefits of activities such as play dough, to children's learning and development and group targets such as those for the French sessions, are displayed for parents so that they are able to further this learning at home. However, although identified and recorded each month by staff, children's individual next steps are not shared with all parents so that they can continue and extend their children's learning at home. Parents are kept informed of children's progress at bi-annual parents evenings where they are able to look at children's assessment files. However, opportunities for parents to contribute to these files are limited. As a result staff cannot make effective use of information from parents about their children, when planning children's next steps of learning.

Organisation

The organisation is good.

Children benefit from being cared for by well-qualified and experienced staff throughout the nursery who have developed warm and caring relationships with the children. Robust vetting

and induction procedures are in place. Staff have a positive attitude towards their personal development with regular training undertaken. They are clear about their roles and responsibilities and work well together as a team. This results in children's development and learning needs being met effectively. An effective appraisal system is in place which ensures that staff's continued suitability is assessed and training needs can be identified.

All rooms are organised well so that children have independent access to many resources, make best use of the outdoor environment and play, sleep and eat in comfort. However, younger children's free access to fresh drinking water can be further developed to promote their independence. Children are well grouped and the key carer system ensures staff know the children well and can offer appropriate support and care throughout the day. A wide range of policies and procedures are in place which underpins the good quality of care offered. All children's records are stored securely in the office so that confidentiality is maintained. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is good. The management team and staff work well together to ensure that children make good progress in their learning. Children benefit from their clear focus on maintaining and further improving the quality of education offered to pre-school aged children, within an organisation that always looks to move forwards. There are generally effective systems in place to monitor and evaluate the provision of nursery education. For example, the management team who oversee planning, are beginning to observe practice and teaching in rooms and give parents some opportunities to offer feedback with particular regard to the provision of nursery education. This helps to identify areas for improvement.

Improvements since the last inspection

At the last care inspection the registered person was asked to continue to extend the range of resources for all ages and stages of development, ensuring that resources reflect positive images of culture, gender and disability. A good range of resources suitable for all children are now available. Each time new resources are purchased the children's ages and stages of development are considered. This ensures that resources continue to meet the needs of all children. Children play with and use a good range of resources that reflect diversity which ensures that they receive positive messages about the wider society in which they live. The registered person was asked to ensure that the named staff member who is responsible for behaviour management has appropriate training to support her in this role. Training has now been undertaken to ensure that named members of staff responsible for behaviour management are effective in their role. Lastly, the registered person was asked to ensure staff details are recorded in room registers. Room registers now provide an accurate record of the names of staff looking after the children, which contributes to their safety.

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):

- develop further opportunities for younger children to independently respond to their need for a drink.

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 the planning to demonstrate how activities can be adapted to provide extension and support for different ages and abilities of children
- provide further opportunities for children to develop their calculation skills through everyday activities
- develop further ways to share children's individual next steps of learning with parents. Provide further opportunities for parents to contribute to their children's assessment records so that this information can be used by staff when planning their next steps of learning (also applies to care).

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