

Kiddi Caru Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY353509 |
| Inspection date | 08 January 2008 |
| Inspector | Anne Archer / Andrea Ewer |
| Setting Address | 22-24 Farm Road, Wellingborough, Northamptonshire, NN8 4UF |
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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 (Wellingborough) is one of a small chain of nurseries run by The Childcare Corporation. It opened in 2004 and operates from purpose built premises with seven childcare rooms and associated facilities situated on the outskirts of Wellingborough in Northamptonshire. A maximum of 96 children may attend at any one time. The nursery is open from 07:30 to 18:00 each weekday for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 114 children aged under five years on roll. Of these, 45 receive funding for nursery education. Children attend from Wellingborough and surrounding towns and villages. The nursery supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 22 members of staff to care for the children. Of these, 18 hold appropriate early years qualifications and 3 are working towards a qualification. In addition, catering and cleaning staff are employed to support the childcare staff. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted in all areas of the nursery as staff adhere to thorough hygiene routines such as wearing aprons and disposable gloves when changing nappies, cleaning the area between each nappy change and when preparing areas for meal times. Children are encouraged to learn about and adopt simple personal hygiene routines such as washing and drying their hands after using the toilet and before eating. However, a small number of children do not have the opportunity to develop independence in hand washing skills within their base room. Staff practices ensure that good levels of hygiene are maintained to avoid the spread of infections and that these children learn the importance of hand washing in relation to maintaining their good health. Staff receive training in food hygiene and handling to ensure children's health is protected when meals and snacks are being served.

Children's welfare is safeguarded because staff attend paediatric first aid training as and when necessary to enable them to maintain a current certificate and they are confident to administer treatment in the event of an accident. Accidents are recorded clearly and a parental signature is sought. There are precise procedures for when a child becomes unwell and parents give their written permission for staff to seek medical advice or treatment in an emergency. Written consent is also sought before medication is administered and accurate records are maintained.

Children of all ages develop physical skills as they take part in regular indoor and outdoor activities to develop their coordination, spatial awareness and balance and promote muscle skills. For example, pre-school children are able to participate in yoga and music and movement exercises. Children enjoy fresh air as they participate in physical and other activities in the outdoor areas twice a day. An undercover area ensures these activities continue in poor weather. Children can rest whenever they are tired either in a cot, if appropriate, or on individual bedding. Babies and young children's individual routines are regularly discussed with parents to ensure they are maintained and that any changes to home routines are adopted by staff at the nursery, if this is the parents' wish. Conversely, when staff notice a child's sleeping or feeding pattern change at nursery, they report this to parents and discuss what is the best way forward for the child.

Babies feeding routines are discussed with parents and maintained by staff. Babies are held when they have their milk and as they develop are encouraged to try soft foods approved by their parents. Children are provided with regular drinks of water or milk and nutritious snacks include a range of fruits and vegetables. Pre-school children are able to access drinking water at any time. A trained cook and an assistant provide freshly prepared and cooked meals which comply with the children's dietary needs and parental wishes. Strict procedures ensure that children with serious food allergies do not come into contact within forbidden foods. Staff sit with the children at meal times to encourage good table manners and create a social atmosphere where staff and children chat about their day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well presented and welcoming environment where management and staff show a good understanding of children's developing abilities. Policies and procedures are established to ensure that appropriate measures are in place to avoid dangerous situations

occurring. As a result children are able to move around safely and independently. Children use a wide range of equipment that is suitable and safe and furniture, toys and resources are appropriate for their purpose and the children's stage of development. They are kept clean, well maintained and conform to safety standards.

Children's safety is effectively maintained because thorough steps are taken to promote safety within the nursery and on outings. Staff to child ratios are adhered to and the manager and her deputy are supernumerary ensuring immediate cover in an emergency. An external company are retained to carry out regular risk assessments of the premises. Any incidence of faulty or defective equipment raised is acted upon and daily visual checks of all aspects of the premises and outdoor areas generally ensure safety measures are maintained. However, on one occasion during the inspection a window blind cord was seen to be hanging loose close to an activity table where children were playing. When reported back to management this was immediately rectified and steps put in place to prevent a reoccurrence.

Emergency evacuation procedures are displayed throughout the nursery and monthly practises ensure that staff are fully aware of their role and children's welfare is safeguarded. The nursery's security procedures are excellent. There are reliable intercom and entry systems in place, staff thoroughly check visitors identity before allowing entry and parents adhere to the regular reminders not to leave the doors open for other users. Children's wellbeing is also safeguarded by the nursery's clear and open practices in relation to child protection issues. The designated child protection officer shows a good understanding of local recording and referral procedures and staff show good awareness of their responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children settle well at the nursery because they and their parents are warmly welcomed by management and staff. The environment is decorated attractively and there are colourful posters and displays which include examples of children's art work and so attract their interest. Babies and children of all ages quickly gain confidence through routines and the warm relationships they develop with staff and other children. Staff consult regularly with parents to ensure that each baby's or child's routine is followed and any changes are quickly incorporated into the nursery day.

Children of all ages develop independence and self-esteem as they express their ideas during play using a range of toys and resources which attract their interest. Staff working with children under three-years-old take account of the 'Birth to three matters' framework when assessing children's level of development and planning appropriate activities. Such as the resources in Amethyst room which provide babies with a range of tactile experiences and the tray of bubbles in Sapphire room where children enthusiastically wash the animals (and themselves). Children in all rooms receive friendship, encouragement and support from the conscientious staff team.

Nursery Education

The quality of teaching and learning is good. Children make very good progress towards the early learning goals. Most staff have a secure understanding of the Foundation Stage and are skilled in promoting children's learning. They plan and provide a stimulating range of activities around each area of learning with clear learning intentions identified. Occasionally, not enough guidance is given to less experienced staff which at times results in missed opportunities to promote and extend children's learning. Staff, however, work very well as a team, are very

supportive of each other and are committed to ensuring children enjoy their time in the nursery by participating in play experiences that gives them a secure foundation for future learning.

Records of children's achievements are clearly linked to the stepping stones and show their progress clearly. Staff use information from these records effectively to support children to build on skills they already have and subsequently they make very good progress. Although staff note whether or not activities have been successful in promoting the learning intentions not enough detail is included to inform future planning.

Children are secure, extremely confident and have a very positive attitude to learning. They approach activities with enthusiasm and play purposefully throughout the day. Children choose which activity to join and become increasingly independent in the lively and enabling environment. They choose when to have a snack, serve their own lunch and are confident in their personal care such as washing their hands at appropriate times and helping themselves to fresh drinking water. Children are very well behaved and respond to the excellent strategies for managing their behaviour. For example, they understand that when the sand has passed through the egg timer it is the next child's turn to use the computer. Children are making very good progress in communication, language and literacy. They speak confidently and contribute to discussions enthusiastically. They respond to questions that help them think such as, 'Where do you think I should sit so I can see you all?' and use language to recreate roles and experiences. For example, during role play children act out patting the baby to sleep whilst talking to another child about what they could cook for dinner. Children use the mark-making area very well to draw pictures and enjoy writing letters for their family. They write their own name on their pictures with older children forming clearly recognisable letters. Children gain increasing control of their small muscles as they make marks in the jelly crystals, cornflour and baked beans and use various types of scissors to cut out shapes and various sized pens, paintbrushes and glue spreaders. This supports children well to develop pencil control, hand-eye coordination and subsequently their early writing skills. Children are starting to link letters to sounds and understand that print carries meaning. Younger children start to sound out the first letter of their name with support from staff and older children become confident in recognising letters as they find the letter they require from the display and carefully copy it.

Children are interested in numbers and mathematical concepts because counting and simple problem solving is used in everyday practical activities. Numbers are displayed attractively around the rooms and staff use enjoyable methods to maintain their interest in numbers. For example, children fill in lottery tickets with numbers of their choice. Three year old children count spontaneously up to eleven and all children join staff counting the number of centimetres on the ruler up to thirty. They start to understand simple calculation during number rhymes such as five little monkeys where they take one away and respond to questions such as 'how many more plates do we need on this table?' as children help to set up for lunch. Children gain an understanding of volume and capacity whilst filling containers in the sand and water and use mathematical language well such as more than, under, over and through.

Children enjoy exploring and investigating. They regularly use programmable toys and are very confident in their use of computers where they use the mouse confidently to feed the shark. Children learn about living things as they make a wormery and have fun planting pumpkins and caring for them to help them grow. This helps children learn about growth and change. Children use their imagination well during role play. They drive the cars around the track and enjoy dressing up and acting out real life situations which helps them start to make sense of the world. Children express themselves creatively as they respond to music with body movements and explore the different sounds they can make using musical instruments.

Helping children make a positive contribution

The provision is good.

Children are confident in their relationships with staff because they are valued and respected as individuals. This promotes a sense of well-being and aids their emotional development. Staff work closely with parents and carers to meet individual children's needs to ensure they are fully included in the life of the nursery. Children start to learn about the diversity of the world in which we live through planned activities associated with cultural celebrations such as Diwali, Christmas and Chinese New Year. Parents support these activities by donating traditional outfits for the children to dress up in. Children also have access to resources such as world people with a range of skin tones and puzzles and books showing positive images of disability, race and culture. A range of books about allergies and other medical conditions also helps children to gain an understanding of our similarities and differences.

Children with learning difficulties and/or disabilities are well supported by staff to enable them to take a full part in nursery life including successfully experiencing the nursery education on offer. The recently appointed coordinator has yet to receive local authority training in the implementation of the Special Educational Needs Code of Practice. However, she is being supported by the experience of senior colleagues thus ensuring that individual education plans are devised and maintained and identified children receive the support they require.

Children behave well and are polite as they respond positively to the praise and clear, consistent guidelines set by staff. Older children are familiar with an show understanding of rules while all children enjoy the security of well established routines. Staff in all areas of the nursery deal with unwanted behaviour sensitively and consistently taking into account individual children's level of understanding and maturity. Children learn from an early age the importance of sharing and taking turns such as when they pour their own custard onto their pudding ensuring enough is left in the jug for the next child and when waiting in turn at the painting easel or computer. Children's spiritual, moral, social and cultural development is fostered.

Children's care, welfare and development are promoted through strong, positive working relationships with parents. Parents' views about their child's needs and interests are sought before the child joins the nursery and this information is used by the child's key carer to help settle the child into nursery life. Staff liaise closely with parents throughout their stay at the nursery but particularly with the parents of young babies to ensure that their home routine is maintained. Effective methods of daily communication strengthen links with home and nursery to provide continuity of care. New parents receive a welcome pack which explains clearly how the nursery operates. Parents concerns are taken very seriously and there is a comprehensive procedure for dealing with complaints. A record of parents' complaints is maintained and is available for them to see on request.

The partnership with parents and carers of funded children is good. Staff recognise parents as the people who know their children the best and develop a strong partnership where information is shared regularly to promote children's learning. Parents receive useful information about the Foundation Stage which helps them to understand how and what their children learn from the activities provided. Regular newsletters and leaflets on specific aspects of the curriculum reinforce the verbal information given and contributes effectively to enabling parents to support their children's learning at home. Meetings where information about children's progress is shared with their parents are held twice each year. Parents contributions to children's records are valued by staff who use the information to provide activities that help children develop new skills. Staff make time to talk to parents daily about activities their children have enjoyed

and to share information about their progress. Where concerns are identified, staff and parents work closely to monitor children and agree any action to be taken. This effectively supports children to achieve their potential and make good progress towards the early learning goals.

Organisation

The organisation is good.

The good organisation of the nursery ensures that children of all ages are well cared for by suitable staff. Staff recruitment, induction and appraisal systems are in place and staff training and personal development is well organised and encouraged. Practices within the nursery protect children and effectively promote all outcomes for them. Space and resources are well organised and children are able to make choices and develop their ideas as they play. Staff generally support children well during activities while children under three, particularly, receive caring support and encouragement as they begin to develop basic skills. Children's care and welfare is further safeguarded by the comprehensive documentation and recording systems that have been established and maintained.

Leadership and management is good. The management team is proactive in ensuring that the good practice of all staff contributes to children's health, safety, enjoyment and achievement and ability to take an active part in the life of the nursery. The clear aims and objectives for the provision of nursery education are maintained by management closely monitoring and evaluating the educational programme and taking appropriate action to develop and improve as necessary. For instance, their preparation for the introduction of the Early Years Foundation Stage later this year. Overall, children's needs are met.

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 opportunities are provided for all two and three-year-olds to develop their independence in hand washing skills.

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 guidance and support for less experienced staff to ensure consistent teaching methods
- develop the use of evaluation to show clearly where activities have been successful and/or how they could be developed to promote children's learning.

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