

Kiddycare Ltd.

Inspection report for early years provision

Unique Reference Number	226969
Inspection date	15 February 2008
Inspector	Tracey Marie Boland
Setting Address	71 Melton Road, Leicester, Leicestershire, LE4 6PN
Telephone number	0116 2680258
E-mail	
Registered person	Kiddycare Limited
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?

Kiddycare Day Nursery opened in 1996 and operates from a large converted house in the Belgrave area of the city.

There are currently 62 children from birth to eight years on roll. This includes 24 funded three- and four-year-olds. The group supports children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:45 until 18:00. Children can attend a variety of sessions during the week.

There are nine full-time members of staff working with the children and three part-time staff. Of these, nine members of staff have early years qualifications. One member of staff is currently completing her qualification. The setting receives support from a mentor teacher from the local authority and have achieved the National Day Nurseries Association Quality Counts award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate through discussion that there are clear hygiene routines in place throughout the nursery and older children understand the need to wash their hands to prevent the spread of germs. However, this is not evident in practise and therefore, appropriate steps are not taken to prevent the spread of infection. Babies and young children receive good care including sensitive nappy changing with records completed to share with parents, feeding to meet their individual needs and requirements and sleeping arrangements ensure their comfort and well-being. Children's welfare is maintained at times of minor accidents as all staff hold a current first aid certificate and have a good understanding of first aid practices. Health records are shared with parents, informing them of any medication administered or minor accidents and a concise, written policy informs parents of infectious illnesses which prevent their child attending.

Children extend their knowledge of healthy eating through discussion and cookery activities. Parents are asked to give their views on the menus and their ideas for foods they would like to be included. Cultural issues are addressed and respected and allergies are discussed. Meals are freshly prepared and take account of individual preferences and dietary needs. Fresh fruits and vegetables are provided each day. However, although mealtimes are social occasions, children do not have the opportunity to develop their independence as foods are served for them by staff. Children enjoy taking part in cooking activities, for example, decorating cakes for Valentines Day.

Children are developing an awareness of how their bodies work and the importance of physical exercise and fresh air because they access the outdoor play area each day for planned or spontaneous activities. They ride wheeled toys, jump, hop, skip and balance on bars. They discuss the impact of exercise on their bodies and that they may get hot after activity, and changes to their heartbeat. Activities indoors include balancing bars, music and movement and throwing and catching in a large circle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment where staff take positive steps in their approach to safety both indoors and out. Thorough routines and procedures are in place to ensure all areas of the nursery are well maintained, safe and secure. Staff are vigilant in their approach to safety and children learn about keeping themselves safe through the consistent reinforcement of safety throughout the day, for example, they are asked not run around, to hold the banister when walking downstairs and to sit down when eating. Children move safely downstairs from the first floor by using one side of the stairway and holding onto the banister. Staff supervise accordingly and children are praised for their skills.

Detailed risk assessments are completed for all areas of the setting and daily checks are made to ensure all areas are suitable for use by children, however, the use of drawing pins within bathroom areas compromises children's safety. Maintenance is completed as necessary and all resources, toys and equipment are maintained to a high standard. Storage of toys, equipment and furniture is good and children use a broad range of high quality, well-maintained, equipment which is suitable for their ages and stage of development. Children learn how to protect

themselves in an emergency situation as there is a clear evacuation procedure, known to staff, and they have regular opportunities to practise it.

Security within the setting is good and access can only be gained via a member of staff, which ensures children's continual safety from unvetted adults. Space is excellently organised and children move confidently within their environment. Children enter premises that are clean, brightly decorated and well maintained and are greeted warmly by staff.

Children's ongoing safety and welfare is well protected as staff have a clear understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. Staff have a good awareness of the various signs and symptoms of abuse and neglect and are fully conversant with local referral procedures. Staff access training as a priority and ensure they are kept up-to-date and informed of procedures and current legislation.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter a nursery that is vibrant and brightly decorated and staff greet parents and children. Children enjoy an exciting variety of toys, resources and play experiences and have developed strong relationships with the staff and each other. Consistent routines within the nursery encourage their feeling of stability and security and their work is displayed throughout the setting.

Children enjoy the wide variety of activities provided for them. Staff have a good understanding of the 'Birth to three matters' framework and the Foundation Stage and use these to plan a curriculum that meets the ongoing needs of the children who attend. Planning meets the individual needs of the children who are all supported and encouraged by staff when trying new experiences.

Children are cared for by a team of staff who demonstrate a strong commitment to meeting their needs, taking account of their need to rest, eat and play. Children are spoken to in dual languages enhancing their feeling of security and encouraging their self-esteem. Resources include sand, water, construction play, puzzles, treasure baskets, art and craft opportunities, and books. They enjoy songs and rhymes. Outdoor play takes place each day ensuring they benefit from plenty of fresh air and develop their physical skills using a range of wheeled toys and equipment.

Nursery Education.

The quality of teaching and learning is good. Staff have a firm understanding of the Foundation Stage and key people use the experience and knowledge they have gained through training to plan an interesting, stimulating curriculum that encourages and challenges children's development. Staff meet to plan a long, medium and short term curriculum and seize the opportunity in both planned and spontaneous activities to observe and assess children which is then used to plan for them as individuals.

Children make good progress because staff manage their time well and are involved in children's play and learning. Staff question them appropriately to encourage their thinking and language development. Children are involved in and consulted about decisions that affect their learning, such as books that they may want to hear, relating to a topic or about the home corner and making it into a café or travel agents.

Children's behaviour is good and staff are consistent in their approach, praising their achievements and good behaviour. Staff work closely with parents to gather information about their child's stage of development, and their ongoing progress is monitored and discussed through the open days and daily discussions that take place.

Children are confident speakers and eager to be involved. They enter the setting happily and settle well into the routine of the day. They chat and interact well with their peers and enjoy circle time and the activities that they are involved in. Their independence skills are encouraged through a variety of means including dressing themselves, using the bathroom and making choices with play, however, this is not encouraged at mealtimes where they are served foods by staff. This limits their involvement and choice and therefore reduces their independence.

Children learn to take turns when talking and to show respect for others and listen to what they have to say. They are confident speakers and are courteous and kind to each other. Children enjoy recalling things they have done at home. One child makes a Diwali picture during free play and talks about her picture in detail at circle time which encourages the other children and staff to recall the celebration that took place at nursery. Children enjoy looking at books both individually and during circle time and join in with familiar text, for example, when reading the 'Gruffalo'. Older children have an excellent understanding of phonics and can recognise and write letters, with some writing their names. Children are confident and have high levels of self-esteem as staff encourage and praise their efforts and their achievements. Interaction is very good and staff have a good understanding of the individuals they care for.

Children learn positional language such as on top, under, over, beneath, behind, up and through when on a treasure hunt, searching for letters and numbers and looking for clues. They count in rote and are able to count to 16 and some older more able children beyond that. They clearly recognise numerals and relate the numeral to a given task, for example, when making a rainbow they look for the number seven to represent the number of colours present.

Children use and understand numbers through everyday routines and situations and develop skills when problem solving. They are involved in weighing and measuring ingredients when cooking and also in general play. They use various sized spoons, bowls and scoops and count accordingly.

Children measure plants they have grown, for example sunflowers, and keep a record of their findings, using language such as large, small, more than and less than.

Children learn about the living world and plant seeds and bulbs and grow foods such as cress which they are able to eat. They grow some in the light, some in the dark and compare their findings, discussing what plants need to make them grow and relate that to themselves and the need to have food, water and light to grow bigger and stronger.

They gain skills when using the computer and older more able children use the mouse with confidence. They use a variety of electronic resources such as microphones, tape recorders, CDs to play and record their own voices.

Children develop their physical skills on a daily basis. They participate in energetic activities and have good opportunities to balance, climb, jump, throw, catch and use wheeled toys. They are gaining a good awareness of space and move around with control so as not to bump into each other. They learn about safety as it is reinforced at all times and children move their bodies to music and songs, recognising the changes to their bodies following exercise.

The children have good opportunities to explore their own creativity within planned and spontaneous activities. They express themselves through role play, dressing up, music and musical instruments, singing, dance and action rhymes. Children show a good knowledge of colour and what happens when they mix two colours together, for example, white and brown become light brown, red and white become pink and by mixing pink and blue they get lilac. Children enjoy a good range of role play resources and are given time to explore and develop their play. Following an activity about pirates they made eye patches, swords and belts. They dressed up and took part in walking the plank and looking for treasure using a map.

Helping children make a positive contribution

The provision is good.

Children are encouraged to achieve their potential as staff are well informed of their needs, preferences and beliefs through discussion with their parents. Their individual needs and preferences are respected by staff who work closely with parents at all times. Children attend from a variety of different cultural backgrounds. They develop a firm understanding of similarities and differences through the wide variety of resources that promote positive images of the wider world and diversity, for example, books, puzzles, small world figures, role play equipment and dressing-up clothes. They learn about cultural differences through the celebration of festivals during the year and have the opportunity to cook and try foods from various countries. A comprehensive policy is in place regarding learning difficulties and/or disabilities which details how the service will be provided to children. The good levels of support ensure that all children are included, receiving a great deal of individual time and attention so their needs are effectively met. Therefore, children's spiritual, moral, social and cultural development is fostered.

Behaviour is very good throughout the nursery. Staff are calm, caring and consistently reinforce children's self-esteem through praise and encouragement. Children are confident within the routines of the day and respond very well to requests made of them. Children are aware of the rules within the setting, for example, 'we listen, we walk indoors, use indoor voices inside, we are nice to everyone and share our toys and books'. They are encouraged to say sorry and thank you.

Prospective parents receive a detailed prospectus outlining the ethos of the nursery. They are encouraged to visit the setting to meet staff and discuss their child's needs and the care they require. A gradual settling-in routine is developed to ensure children begin to form relationships with the staff and their peers and develop an understanding of the routines that are in place. Detailed discussion between parents and staff maintains continuity of care and effective partnership between both parties.

Partnership with parents and carers of children receiving nursery education is good. A 'parents as partners' policy acknowledges parents role and welcomes them to share their knowledge of their child's development prior to starting nursery. They receive detailed information regarding the setting's policies and procedures and are kept informed and up to date about nursery life and forthcoming events through notice boards, newsletters and displays. Open days take place which keep them up to date about the planning of the curriculum and their child's ongoing development.

Organisation

The organisation is good.

Children are happy and relaxed and enter a welcoming, brightly decorated environment and settle quickly into the routine of the day. Staff welcome the children into their rooms which have a wide variety of interesting and stimulating activities and play opportunities provided for them.

Children are cared for by a staff team who are committed to providing good quality childcare and see ongoing training as beneficial in developing the service and care provided. Clearly written policies and procedures inform parents of the ethos of care which is provided. Consistent routines are in place to ensure children's health, safety and welfare and staff carefully plan a good range of play experiences and opportunities. Thorough recruitment and selection procedures are in place and appraisals and staff meetings motivate and enable staff to identify their own learning needs.

Managers within the setting are enthusiastic and committed to developing the service. They keep up to date with current legislation and practice and ensure that all documentation reflects changes. Staff continually evaluate their own practice and the manager completes audits to ensure all documentation in relation to care and development are up to date and used effectively. Parents' views are actively sought through daily discussion.

Leadership and management is good. The nursery education is monitored to ensure that it effectively meets the needs of the children, providing appropriate challenge and a wide variety of experiences. Staff identify each child's starting point with regard to development through discussion with parents, and work in partnership to support and help each individual to progress. Staff attend planning meetings and staff meetings to ensure they work effectively as a team and access training and development to continually enhance and develop their practice within the nursery. They have a sound knowledge of the Foundation Stage and use their skills to ensure children's access a detailed programme of activities to support and enhance children's learning. Management support staff well and they work together to identify areas of strength and weakness and seek support from the local authority where needed. Overall the children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to review and develop the organisation of mealtimes to ensure they meet the needs of children effectively. Mealtimes are a social occasion with ample foods available to children. Children sit together and are given choices. Babies are fed as their needs require. However, older children do not have the opportunity to develop their independence in this area and so a recommendation has been raised following this inspection.

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 the use of risk assessments to include the use of drawing pins
- review procedures to develop children's understanding of personal hygiene through daily routines and practices

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 procedures to develop children's independence skills.

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