

# Kiddy Kapers Daycare

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY355784
<b>Inspection date</b>	04 June 2008
<b>Inspector</b>	Jean Suff
<b>Setting Address</b>	Glenmere Community Primary School, Estoril Avenue, WIGSTON, Leicestershire, LE18 3RD
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<b>Registered person</b>	Kiddy Kapers Daycare Ltd
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Kiddy Kapers Daycare registered under its current name in 2007. It operates from a single-storey modular building in the grounds of Glenmere Primary School in Wigston, Leicestershire. Children use three playrooms and associated cloakroom facilities. There are additional kitchen, office and cloakroom facilities for staff use. There is a covered veranda and enclosed playground for children's use. Eight members of staff work with the children including the owner/manager. The nursery opens from 08:00 to 18:00 hours, Monday to Friday for 51 weeks of the year. It is registered to care for a maximum of 50 children under the age of eight years at any single time and currently has 40 children on roll including 17 three-year-olds and 12 four-year-olds in receipt of funding for nursery education. The setting also offers out of school care before and after school during term-times and all day during the holidays. The centre uses a range of local amenities and takes children on trips further afield.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of hygiene routines as they start to develop independence in their personal care. For example, older children are reminded and younger children are supervised as they wash their hands after using the toilet and before snack. Nappy changing procedures are appropriate and ensure the good health of babies and younger children. Children learn about being appropriately dressed for the weather through discussion with staff.

Children's welfare is promoted because most staff have a current paediatric first aid certificate so are able to administer first aid in the event of an accident. There are good procedures in place for staff to follow if a child becomes unwell and parents give their consent for medical treatment or advice to be sought in an emergency.

Children enjoy a varied range of foods at lunch time, such as chicken wraps with sweet corn and salad vegetables. They start to develop an awareness of the importance that healthy eating has in maintaining their health as they usually have fruit at snack time. Children are offered a drink of milk or water with their snack and additional water is available during the day from individual beakers or a water dispenser to prevent them from becoming thirsty whilst at the nursery.

Children develop good physical skills as they take part in a variety of activities. They have daily opportunities to play outdoors and they benefit from the fresh air and exercise. Children run, climb and balance, and they catch and throw as they try to get a ball through a basket. They show good spatial awareness as they play follow my leader and action rhymes indoors. Children's coordination is developing well through the use of a range of tools and equipment such as paint brushes, rollers, cutters and construction pieces.

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

The provision is good.

The nursery presents itself as a bright, welcoming environment for children and parents. The rooms are equipped with good quality and appropriate equipment, furniture, toys and resources. Children are protected as they are cared for in a secure environment where parents and visitors use a buzzer system to gain admittance and the outdoor space is fully enclosed. The risk of accidental injury is minimised by staff's vigilance and sound procedures such as fire safety measures and risk assessments. Children learn about safety as staff remind them to walk, not run, indoors and help them to sweep the sand at regular intervals so that nobody slips. Children are mostly able to choose from a good range of toys and resources which are stored in child-height boxes and trays to aid easy access. Resources and play materials are well-maintained by staff to ensure they are safe for children to use.

Children are safeguarded as child protection procedures are in place which include the procedures to be followed in the event of an allegation against staff. The manager and staff demonstrate a sound understanding of the signs of abuse and their roles and responsibilities in the event of a concern. This means the welfare of children is protected.

## Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff have a growing understanding of the needs of young children in line with the 'Birth to three matters' framework. The rooms used by younger children are well-equipped with a range of resources and toys to meet the needs of the children who attend. These are easily accessible to children during sessions from low units and boxes. Staff mostly provide a variety of activities which are adapted to meet the needs of the younger children. For example, children pour, scoop and find fish in the sand. They cook breakfast foods, push babies in buggies, and play with the dolls house and miniature people. Staff are attentive and play with children as they fit shapes in the holes of a shape sorter and look at books with them. However, some activities are overly adult-directed such as when children stick pre-cut shapes onto an adult-drawn outline or complete handwriting sheets, and do not promote children's development. Staff provide for each child a development file containing samples of work, some photographs and an ongoing profile so they are able to show progress.

Children at the care club enjoy a range of activities such as drawing with pencils and crayons, creating junk models, playing box games, pool and table-football or manoeuvring cars in a garage. Staff relate well to the children, showing kindness towards them and interest in them by joining in their play.

### Nursery Education

The quality of teaching and learning is satisfactory. Staff have a satisfactory understanding of the Foundation Stage and are developing their knowledge of how children learn through play and practical activities. They are experienced in working with young children and provide some opportunities for children to be active learners. Planning generally covers the six areas of learning and is in the process of being further developed. At present planning is provision based, with a mixture of adult-led and child-chosen activities available. Staff are not always sure of the learning intention of activities and the planning format does not support them in making this clear. This limits learning for children. Staff know the children well and make basic observations and evaluations of the activities. However, assessments are not effectively linked to the stepping stones or incorporated into planning to ensure progress for all children.

Staff are friendly and show interest in their dealings with children, so helping them feel settled and secure. Most staff work directly with children for much of the time and generally encourage children's play and continued focus on activities. Staff manage children's behaviour very well, using positive strategies and clear explanations. Staff sometimes use aspects of literacy during routine activities to consolidate children's learning, for example children recognise their name label at snack time and talk about local events at carpet times.

The children are all settled and comfortable with the staff, entering the nursery happily and keen to see what is on offer. They are building good relationships with their peers and becoming very sociable. They share, take turns and co-operate well when playing. The older children are very supportive of younger ones.

Children's mathematical development is sound. They count during carpet sessions and recognise numbers whilst changing the date. They also use numbers in their play and everyday activities such as counting the number of chairs or beakers needed at snack time. Children are starting to use mathematical ideas to solve problems, such as when building towers with construction materials or pouring sand.

Children enjoy books as they sit together on the carpet to listen to well-known stories. They help themselves to books from a range in book corner, putting them back carefully. Children know print carries meaning and that books provide information as well as stories. Some children find their names during self-registration and recognise their names at snack time. They have experience of a structured sounds programme. Children develop their vocabulary through conversation with staff and are becoming confident speakers. They have opportunities to mark-make at the writing table and outside with chalks, and paint brushes and water.

A variety of experiences enable children to explore their creativity. They listen to music tapes and sing well-known songs with enthusiasm. They dress up in character and colour flags with paint. The work they produce is attractively displayed on the walls which raises their self-esteem. Children's knowledge and understanding of the world is developing soundly. Each day at carpet time the children discuss the weather and the effects it has on them. They investigate materials such as sand, water and shaving foam and make models with construction equipment. Children are developing an interest in the natural world as they plant cress seeds and visit the zoo to study large animals. They are developing an awareness of their place in the local community through visits to the shops and library. Through regular contact with the local school, children are becoming confident in a new environment.

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

The provision is good.

Children develop positive relationships with the adults caring for them. Staff work well with parents and carers to meet individual children's needs and ensure they are all fully included in the life of the setting. Children develop secure attitudes towards those who are different from themselves as a range of toys that promote equality of opportunity are integrated into their play environment. Children's understanding of people's similarities and differences and the differing beliefs and cultures in our society is fostered through planned activities, songs and stories.

The provision for children with learning difficulties and/or disabilities is good. Staff seek advice from parents and other professionals as and when necessary and work together well to support each child. Children behave well as all staff are very good role models of positive behaviour, showing respect and care. Children therefore learn to be kind to each other, to take turns and to share as they respond to the praise and clear and consistent guidelines set by staff. Older children are becoming familiar with and show some understanding of rules while all children enjoy the security of sound routines. Children's spiritual, moral, social and cultural development is fostered.

Staff work well with parents to ensure children's individual needs are met. Staff are open to ideas and respect parents' views. They are available to liaise with parents on a daily basis throughout children's time in the nursery. Parents receive good quality information about the provision and basic information about the Foundation Stage curriculum through displays and a comprehensive prospectus. The record of complaints is available to parents so that they can make informed decisions about their children's care.

The partnership with parents and carers is good. Parents whose children are in receipt of funded nursery education receive regular reports on their child's progress and have opportunities to input into their assessment through discussion with their child's key-worker or by completing a post-it note to formally notify staff of their child reaching a milestone. Parents receive regular

newsletters which provide details of future themes and activities and ideas of how to support their child's learning at home.

## **Organisation**

The organisation is satisfactory.

Children's care and welfare is adequately supported by the nursery's documentation and record keeping. Most required documentation is in place, although some, such as an operational plan and the complaints procedure lack detail. The new owner-manager is totally committed to providing a quality service to children and families and there is a qualified and experienced deputy to take charge in her absence. The remaining staff either hold or are working towards a recognised early years qualification. All show a sound awareness of their responsibilities to support children's care and learning and staff to child ratios are maintained to ensure children are appropriately supervised.

The premises are suitably organised and are welcoming to children and parents alike. Children are able to exercise some choice from a range of activities. All staff work regularly at the nursery providing security and continuity of care for children. Systems are in place to keep children's records confidential while the information they contain is used appropriately to promote their welfare.

Leadership and management of early education is satisfactory. The manager has some methods in place for the monitoring and evaluation of practice. For example, advice from the local authority mentor teacher is acted upon, regular team meetings include discussion of planning, activities and children's progress and a staff appraisal system is being developed. Staff work well together as a team and further links with the primary school enable children to make a smooth transition into school. Overall children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there has been one complaint made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

In February 2008 Ofsted received a complaint concerning the care provided for babies. An Ofsted inspector made an unannounced visit to investigate the complaint in relation to National Standard 2 (Organisation); 3 (Care, Learning and Play), 6 (Safety), 7 (Health and Hygiene) and 12 (Partnership with Parents). The investigation identified breaches relating to National Standard 1 (Suitable Person) and 2 (Organisation). Actions were therefore raised regarding these issues. The investigation also identified recommendations to improve practice with regard to National Standard 8 (Food and Drink) and 12 (Partnership with Parents). The provider remained qualified for registration.

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 by 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):

- provide activities, play opportunities and first hand experiences which allow children to build on their natural curiosity as learners, use their imagination and develop social relationships, with particular reference to craft activities
- develop and review an operational plan which is available to parents
- ensure all documentation includes sufficient detail and is regularly updated.

#### **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):

- ensure planning includes clear learning intentions, coverage of all six areas of the curriculum and promotes progress towards the early learning goals
- ensure assessments are systematic, informative and sufficiently linked to the stepping stones, and information gained from assessments is used to help children move to the next stage in their 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](http://www.ofsted.gov.uk)