

Kiddi Caru Day Nursery

Inspection report for early years provision

Unique Reference Number	EY357122
Inspection date	10 June 2008
Inspector	Barbara Ann Greenley
Setting Address	10 Victoria Court, New Street, Chelmsford, CM1 1GP
Telephone number	01245 505 323
E-mail	kiddichelmsford@childcare.uk.com
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 is one of 20 nurseries run by The Childcare Corporation. It originally opened in 2005 and re-registered in 2007. The nursery operates from purpose built premises in the centre of the town of Chelmsford, Essex. All children share access to a secure enclosed outdoor play area. The group has pet snails on site.

A maximum of 96 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 until 19.00 for 51 weeks of the year. There are currently 140 children aged from three months to under five years on roll. Of these, 30 children receive funding for early education. Children come from the local and wider catchment area. The nursery currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 30 members of staff. There are 20 members of staff, including the manager, who hold appropriate early years qualifications. There are five members of staff who are working towards a qualification. The setting receives outside support from the area special needs coordinator (SENCO) and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are effectively encouraged to stay healthy at the nursery because staff follow good procedures to maintain children's health and hygiene. Children understand why they must wash their hands after using the toilet or before eating; this is aided by simple picture prompts. Staff are on hand to encourage and oversee this but most of the older children use the toilets and wash basins independently. The standard of cleanliness throughout the building is good.

All accident and medication records are accurately recorded and signed off by a parent or carer. The first aid equipment and any medication for children is kept out of children's reach. Children becoming poorly during sessions are kept comfortable until a parent or carer can collect them. There is a sick child policy in place. These appropriate procedures used by the staff ensures that children's health issues are paramount. Children receive treatment from staff who are first aid trained and there are always trained members of staff on duty during the day.

Children enjoy nutritious meals and snacks during the day to boost their energy levels and to provide a social occasion where they can sit and chat with their friends. Fruit, vegetables and protein features on the daily menus and children access drinks freely to quench their thirst. This independence enables children to understand when they are thirsty and meet their body's needs. The older children use a self service system; children understand the routine well, advising one another to look for their name card as they sit at the meal tables. Staff monitor to see that all children are eating well and that additional food is available if they are still hungry. Other foods are introduced as part of topic or seasonal celebrations, helping children to try new tastes. All allergies and dietary requirements are well known to staff and they are careful to see that no unsuitable foods are given.

Children have opportunities to play and learn outside everyday, even in inclement weather as there are covered walkways. The nursery has an area of all-weather surface allowing children to play when the grass is very wet. They have small equipment for catching and throwing, and demonstrate good eye to hand coordination when using bats and balls. The very young babies have ample space to move around within their rooms and use equipment to pull themselves up, initiate their first attempts at walking, crawl with confidence and balance themselves as they play with the toys.

Children in receipt of funded education learn to participate in group activities as they organise equipment to meet their needs, for example, using cardboard boxes to make a boat and then making it water-proof with bricks. They are reminded to move around safely and become aware of space for themselves and others, as they line up, move a chair around and negotiate use of the equipment, such as the water trough. However, periods in the garden are time-tabled and this potentially limits the freedom and spontaneity that children derive from outdoor play. Small muscle skills are developed using tools and construction kits, mark-making equipment, sand and water play. Children pour and fill containers, cut and roll dough, shaping it with their hands and tools. There are effective and well resourced areas in both pre-school rooms for writing, cutting and joining paper and other materials. Children demonstrate expertise when using the broom to clear up pieces of paper on the floor. Work is being done to help children recognise the importance of physical play and the changes that happen when bodies are active.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, purpose built, child-centred environment. It is designed to maintain their safety with security keypads for entry and decorated to a high standard. Playrooms are colourful and alive with children's artwork and displays to make them interesting and attractive. The rooms are well set out to receive children, making it easy for them to begin enjoying the resources and activities as soon as they arrive. The older children recognise their own coat pegs for their personal belongings, building self-esteem and a sense of belonging. The well equipped outside play area, which includes a pirate ship, allows children use all year round as it has a hard surface in addition to the grass.

The furniture and equipment is of good quality, well maintained and selected to be child friendly and easy to use. There is a designated area for wet or messy play in each room so that the floor can be cleaned with ease. There are a wide range of resources that have been chosen to provide children with challenge and fun, consequently their abilities are extended.

Security is paramount; doors are locked during the day and children cannot leave unseen. Visitors are signed in and out and an attendance register shows the staff and children present each day. Risk assessments ensure that hazards are removed and that all areas are safe for children; maintenance is carried out promptly when required. Staff have induction training on the setting's policies and procedures to ensure they understand the importance of health and safety regulations. Children and staff take part in regular fire drills so they know what to do in the event of an emergency situation. Children are learning to keep themselves safe as staff make time to explain how to use equipment, to be aware of others and how important it is not to hurt themselves.

Staff regularly attend training to update their knowledge and understanding of child protection issues, completed by the designated person within the setting. When questioned, not all members of staff were secure about their knowledge of the referral process. Therefore children's welfare is potentially compromised as they are not fully aware of procedures or their personal responsibility. The management team, however have all the relevant documentation and updated information regarding safeguarding children and feel confident that they would act appropriately if required.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy and engrossed in their play. They clearly enjoy participating in the games and enthusiastically look around the room to see what activity takes their interest. Children access a wide range of resources that stimulates their curiosity and encourages questions. They can influence the daily plan and staff respond to the children's ideas and allow for spontaneity. Children feel valued as their artwork is appreciated and displayed on the walls.

Children clearly enjoy painting and creating pictures from various materials. They use the book corners independently, making themselves comfortable on colourful cushions. Great interest and fun is generated by placing dinosaurs under shredded paper and watching the resulting excitement when each model is 'discovered'. Conversations are lively, describing the type of dinosaur that is found, how big each one is and whose is more ferocious.

Children aged under three years are encouraged to express their ideas through painting either using their fingers or tools. They have access to a wide variety of toys that are colourful, musical and moveable. They enthusiastically join in with action songs such as 'wind the bobbin up' and 'three little monkeys'. Babies are able to bond with their key carer and feel part of the whole setting when they play in the garden and see the older children.

The younger children access sturdy books that withstand their curiosity and like to sit and listen to the staff telling them a story. The children are exploring the use of language and can follow simple instructions and try to answer questions with simple sounds or gestures. Staff are using the 'Birth to three years matters' framework to improve the outcomes for children.

Nursery Education

The quality of teaching and learning is good. Children follow a programme of activities designed to help them progress through the stepping stones towards the early learning goals, based on the Foundation Stage curriculum. Staff have a good working knowledge of the Foundation Stage and how children learn. Children benefit from the input of staff who have gained professional status and who are aware of the forthcoming changes contained in the Early Years Foundation Stage. Activities are planned to promote the stepping stones and these are evaluated and assessed. Staff also observe and record what the children are doing, how they learn and what interests them. These observations are incorporated into future planning to pinpoint the next stages of learning, thus effectively helping children to progress.

Children are taught in a variety of ways such as large and small group work and one to one teaching. Children's learning styles are acknowledged and staff make provision for these, allowing children to lead and be involved in their own learning. Key carers have detailed knowledge of the children in their groups but all staff respond to the children. Children behave very well in response to staff's consistent approach which is based on praise and encouragement. Children are kept busy and their energies channelled into their work. The sessions are organised efficiently to make the most of the time available. Staff are able to be flexible and adapt if a change benefits a child.

Children's mathematical skills are promoted through everyday routines, counting out toys and using their fingers to demonstrate values. They see numbers on posters around the rooms and use simple calculations in songs. Topics such as the crunching of pasta shells, exploring not only sounds but mathematical language; bigger and smaller, heavier and lighter, greater and lesser. Children can create patterns of their own and copy others that they see. Children are able to listen and respond to stories presented in an interesting and lively way by the staff. Children ask questions and speak confidently as they play and work. For example, anticipating events in the 'Jack and the beanstalk' story. Children can use their writing skills when making appointments in a hairdressing salon and using the designated writing areas freely. Children are beginning to recognise their names and make attempts to sign their work. Labels around the rooms assists children's recognition of letters and how words are formed. Children are able to use everyday technology such as hairdryers, curling tongs, switches on various toys and investigate how objects work and move. They select tools to complete their tasks and show curiosity as they play. There is some work completed on festivals, the past and the present and the wider community, however this is an area of learning that requires expansion.

Children's creative development is fostered by the range of art and craft activities. Children can choose to paint, make a model using tools, glue or tape, or contribute to a display. They learn the effects of colour mixing, sometimes as they paint over one colour with another. Dough

and other modelling materials are used frequently. Children's physical play is addressed by sessions in the garden where they can play with bicycles, scooters and larger pieces of equipment to aid coordination when climbing, jumping, hopping and skipping. Children are generally happy and at ease in the setting. They have formed secure relationships with their key carers and the extended team. Their views and ideas are respected and their achievements praised. They are inquisitive about newcomers to the nursery and ask direct questions such as 'who are you?' and 'what are you doing?' to satisfy their curiosity. Children are learning to respect their boundaries, to concentrate and pay attention. As they mature, their independence is encouraged by asking them to tidy up, wash themselves and help around the rooms.

Children are very willing learners, they try new activities with confidence knowing that staff will praise their achievements. Overall, children are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are valued and their individuality respected. The setting has an equal opportunities policy in place and a designated member of staff responsible for ensuring staff are aware of the aims. Children are able to take part in some topic work about other cultures and access a range of resources such as puzzles, books and dolls reflecting diversity. However this is an area identified by the setting where there are limitations and additional resources, training and awareness is required to improve practice, particularly looking at the different ways that boys and girls play and learn.

This setting is inclusive and welcomes all children. Access to the provision is good and resources are adapted to meet children's needs. Children who require additional support are encouraged to be independent and to take part in all the activities. Outside agencies are welcomed and any help and advice is acted upon by the staff to ensure the children receive appropriate care. The special needs coordinator ensures that all staff are knowledgeable about the Disability Discrimination Act.

Children behave very well and are responsive to staff, their sense of belonging encourages them to take part in routines such as meal times, tidy up time and circle time, when they know what is expected of them. Staff members understand the behaviour policy and actively encourage the positive behaviour displayed by the children. Staff are calm and consistent in their approach and set good role models for the children.

There is effective partnership with parents which is established before children begin attending. Parents are shown round and invited to come into the nursery with their children and are given a comprehensive welcome pack of information. There are notice boards around the nursery and parents can speak to their children's key carer freely. Parents are invited to social events and parent's evenings twice a year. This united approach ensures that children feel safe and confident when leaving their parents.

Partnership with parents and carers of children in receipt of funded education is good. Parents and carers have opportunities to be involved with their child's learning, either by informal chats with key carers, the management team and other staff and by attending the designated evenings and events organised by the setting. Parents can view and discuss children's developmental records and receive regular written updates. Clear information about the curriculum and the six areas of learning is available and parents are encouraged to read and understand the aims.

Children benefit from this coordinated approach to their learning and know that their efforts and achievements are valued by their parents and the staff.

Children have opportunities to sit quietly either looking at books or talking with their friends. They are learning right from wrong and are beginning to think that others may think differently. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The manager and her deputy are both well qualified and have 12 years experience in childcare. She and her staff have formed a good team to ensure the smooth running of the setting. There is an effective, robust employment procedure in place, ensuring the appropriate staff are employed to provide quality care and protect children's safety.

Rooms are organised effectively and staffing ratios are maintained at all times. Key carers are in place; getting to know the children and their families well. This close liaison ensures that children are well supported and their needs are closely monitored. There has been some recent staff changes and the management team are working diligently to ensure that the new additions are welcomed and settle quickly. Students are supervised at all times and learn from the good example set by the staff.

Documentation throughout the nursery is completed efficiently and accurately. Staff's understanding of the need to keep the records in good order has a positive effect on the children as information regarding their care and welfare can be easily accessed. There is a comprehensive operational plan available to parents and staff members which clearly sets out the aims and objectives of the setting. This clear information ensures that everyone is aware of the expectations on all the important issues that affect the care of the children. Paperwork is kept confidential and reviewed regularly to ensure that information is always in line with current guidelines.

The leadership and management of children in receipt of funded education is good. The management team are aware of their position and the important role they play in influencing the delivery of the Foundation Stage. Training is valued and the expertise of the staff members recognised and praised. Staff members needs are assessed through regular monitoring and time is made for them to attend courses. Plans for nursery education are regularly updated and improvements are identified and put into place as soon as possible.

Activities are monitored and evaluated and links made to ensure that learning intentions are being achieved. Staff in the pre-school rooms are involved in planning and delivering activities. Meetings are scheduled at regular intervals to ensure that resources are in place to meet the children's needs across the setting. Staff set realistic and achievable targets for children and staff. The aim is to ensure that children 'learn through having fun'.

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.

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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 that all staff working with children are fully aware of the safeguarding children procedures; the agencies involved and their personal responsibility for protecting children
- review resources reflecting diversity; how boys and girls play and learn differently and encourage children to seek out information about the wider world.

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 the opportunities for children to experience outdoor play (this also applies to the care standards)
- expand children's knowledge of their community, the past and present, their awareness of festivals and other cultures.

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