

Kiddicare Nursery

Inspection report for early years provision

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Inspector Caren Carpenter

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kiddicare Nursery is one of two nurseries run by Kiddicare Nurseries Limited. It was registered in 2008 and operates from a large room in a Church hall building. It is situated in Northolt, on the Hayes border within the London borough of Ealing. There is a fully enclosed garden for outdoor play. There are no steps to access the premises.

A maximum of 20 children may attend the nursery at any one time and is currently caring for 19 children in the early years age group. The nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The nursery is open each weekday from 08:00 to 18:00. The setting operates 52 weeks of the year. The nursery currently 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 group employs seven members of staff. Five staff hold childcare qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides a very warm and welcoming environment where children are fully included, enjoy their time and progress well in their learning and development. The needs of the children are routinely met because there is a strong focus on the provision of quality activities that are planned well to match children's abilities. The uniqueness of each child is understood by the staff, because staff work effectively in partnership with parents. The manager is aware of the strengths and areas for improvement within the setting and is working closely with the local early years advisors to enhance the service for children and parents.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the system used to evaluate the effectiveness of the provision
- continue to build on staff's current skills to further support and extend children's learning.

The leadership and management of the early years provision

The positive relationship between management and staff ensures the children are well cared for. There is active involvement of all the staff in their staff meetings to

discuss their ideas and annual appraisals enable staff to identify their own training development needs and monitor their performance. The environment supports children as they make good progress towards early learning goals. Self-evaluation is developing, although the self-evaluation form is not yet completed.

The setting has in place appropriate procedures to ensure children's safety and welfare. For example, clear and robust systems are in place. In addition, staff have knowledge of safeguarding children and their roles and responsibilities in reporting concerns. Children play safely, both indoors and out. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. Documentation which is required for the safe and efficient management of the nursery is well organised and is reflected in practice to promote all aspects of children's needs.

Children benefit from inclusive environment where they feel valued as individuals. Staff ensure that parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties or cultural and linguistic requirements. Parents receive good information about the educational programme and their children's development. Coffee mornings are held where children's work is shared with parents and they are encouraged to ask questions about their children's progress. Parents are provided with quarterly news letters to keep them well informed for example, about events, such as cultural festival celebrations. The setting uses parents' questionnaires to seek their views about what they do well and what they can do better. Parents report positively on the friendliness and caring attitude of the staff.

The quality and standards of the early years provision

Children have positive attitudes to learning because they are provided with a wide range of imaginatively presented and exciting play activities. Staff have good knowledge of the Early Years Foundation Stage and plan a good balanced of adult-led and child-led activities that encourages children to be active learners. However, there are at times missed opportunities for staff to fully extend and support children's learning and play experiences during some practical activities.

The planning of the learning environment is linked to the six areas of learning and enables children to play freely and spontaneously. Accurate observations are routinely made of each child and planning and evaluation processes lead to the identification of children's next step. Children's art work and drawings are displayed in their files and parents are welcome to view and contribute any significant information to support children's development.

Children have good access to a range of resources that are set up by staff. They independently make choices about the activities they wish to take part in. For example, staff give the children the choices of whether they wish to play indoors or out. Children relish their time during outdoor play as they run around, ride trikes and balance on tyres. This helps to develop a range of physical skills and promotes their good health.

Children concentrate for good periods of times because activities are planned to follow their interest. For example, they thoroughly enjoy using Information Communication and Technology, such as the nursery's computer and CD player. They choose independently to play their own music CD, singing and dancing with delight to their favourite songs. This helps them to develop skills that contribute to their future economic well-being.

Children are developing their early writing skills, they have good opportunities to write for different purposes and have good access to a range of writing resources which they select independently. They get pleasure from looking at a variety of quality books and enjoy listening to stories, promoting their communication, language and literacy skills.

Children are provided with snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily from the fruit bar and a variety of hot meals, such as rice, broccoli and lamb casserole with vegetables. Children have good access to fresh drinking water which they can help themselves to when they are thirsty.

Children behave well, they understand the boundaries set and know what is expected of them. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Staff are working well with parents to help children develop an understanding of their own cultures and those of others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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 to Ofsted.