

# Kiddi Caru Nursery

Inspection report for early years provision

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**Unique reference number** EY229919  
**Inspection date** 16/09/2008  
**Inspector** Sarah Williams / Lynn Denise Smith

**Setting address** Hythe Quay, Colchester, Essex, CO2 8JB

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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).

## Description of the setting

Kiddi Caru Nursery opened in 2002 and is part of The Childcare Corporation. It operates from seven rooms in a purpose built centre in Colchester. Access to the ground floor for those with disabilities is good. The nursery serves the local and surrounding area.

The setting is registered to care for a maximum of 122 children aged from birth to under five years and there are currently 100 children on roll. The setting supports a number of children with learning difficulties and/or disabilities, and some who speak English as an additional language.

The nursery opens five days a week all year round excluding bank holidays and one week at Christmas. Sessions are from 07:30 until 18:30.

There are 26 staff who work with the children. Over half the staff have recognised early years qualifications at level 2 or above.

## Overall effectiveness of the early years provision

The setting is generally well organised and welcoming to parents and children. Children are generally safe and secure. Children develop warm, friendly relationships with staff. Their individual needs are known and understood.

Staff's understanding of the Early Years Foundation Stage is generally good but gaps in knowledge regarding planning and assessment mean that children's progress and development, particularly in the pre-school age group, is limited and the next steps in learning are not clearly identified. The space and resources are not always well used to provide stimulating and accessible learning opportunities for children.

## What steps need to be taken to improve provision further?

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

- ensure that staff thoroughly understand the assessment system and how to use observations to extend and challenge children as they plan future learning and development
- increase opportunities for children's free choice and independence by presenting resources appealingly and creating a rich learning environment which is available at all times, allowing children to self-select resources and activities both indoors and outside
- ensure that children have access to fresh drinking water at all times
- ensure that daily routines do not impede children's ability to direct their own learning through exploration and investigation of resources and that there is a good balance of adult led and freely chosen or child initiated activities delivered through indoor and outdoor play
- further develop risk assessments to ensure that they are thorough and

include all areas of the nursery to minimise potential hazards. This refers to the unsecured outer doors in the children's play area.

## **The leadership and management of the early years provision**

Children's welfare, care and safety are promoted as staff understand the procedures and policies for the effective day-to-day running of the setting. Fire drills and security procedures ensure children are kept safe. Safeguarding procedures are understood by all staff and parents can be reassured that children are cared for by staff who are vetted and thoroughly checked to ensure suitability. Risk assessments are largely effective, although some aspects such as unsecured doors to the outside area present a potential hazard. There is no documented self-evaluation in place.

The partnership with parents is enhanced by the documentation, including a full range of policies and procedures, which is made accessible to parents in the well-presented welcome pack they are given. Children's family background and circumstances are taken account of, for example, several children have parents serving in the armed forces, and strong links are developed and maintained to ensure all children are included and their individual needs well known. Other paperwork including children's contact details is securely held in confidential folders. Visitors are signed on and off the premises.

Staff are beginning to use the Early Years Foundation Stage to plan activities and have purpose designed development profiles to record children's progress and achievements. However, implementation of the assessment system has not been subject to rigorous monitoring and the profiles are not consistently used to form a clear picture of what children can do and what they need to do next.

## **The quality and standards of the early years provision**

Children are cared for in spacious, bright rooms with effective ratios of adults to provide their care, keeping them safe and maintaining health. Babies can sleep in the designated sleep room and are closely monitored. Details of the babies' days are recorded, by the key person, and shared with parents so they have a clear understanding of how their child has been and what they have eaten and played with.

All children have access to outdoor play each day: the nursery benefits from several separate outdoor play spaces which are suitable for children at different stages of development, allowing them to explore safely and freely. However, the concept of free flow play is not fully implemented, so in some cases children's access to outdoor play is limited by the organisation and nursery routines.

Children have meals and snacks prepared on the premises using a variety of fresh ingredients and some convenience foods. All children's individual dietary requirements are taken account of and good procedures are in place to ensure children are not given unsuitable foods. Drinks are served with meals and snacks

but the water coolers are of limited use in allowing children free access to drinks at all times since there are no cups available in many of the rooms.

The rooms are generally well equipped and the resources are stored at low level, but children are not always encouraged to develop their independence by making choices about what to play with. Some areas, such as the role play areas in the pre-school rooms are not appealingly presented to encourage children's imaginative and expressive play.

Children's work is displayed around the nursery to create a welcoming feel and colourful environment. Children enjoy contributing to a display of a favourite story by cutting and painting shapes to depict 'The Hungry Caterpillar'. Book corners provide cosy areas for children to look at books alone or listen to a group story. The gardens provide opportunities for children to grow sunflowers and observe growth and change. Some children visit the local supermarket to buy items for cooking, learning about their surroundings.

Children with additional needs receive specialist attention from the area special educational needs support worker, who regularly visits the setting and advises on children's individual care programmes. Some children have English as a second language: where staff are aware of this they encourage the children in the development of English and ask parents for some key vocabulary to help children communicate.

Children's learning and development is satisfactory, but limited by staff's interpretation of some of the requirements of the areas of learning and their knowledge of how children learn. Staff make written observations of the children and use these to complete the children's development profiles. However, the observations are not always meaningful or based on examples of work or backed up with clear evidence.

Parents have opportunities to see the development records and comment on them at set times throughout the year and at other times by appointment, however, some records contain sparse entries with little detail, so do not provide a worthwhile picture of what children can do and are working towards. Parents and other carers are not routinely included in forward planning for individual children and therefore their influence on learning and development is minimal.

In many cases the evaluation of activities is superficial and does not inform the next stages of learning or formulate activities that challenge older or more able children: the next steps are largely taken from the guidance document rather than being based on staff's thorough understanding of what stage the children are at. This is a clear area of development for staff to improve understanding.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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](http://www.ofsted.gov.uk)

## **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 the last inspection.

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.