

Caring Kindergartens Ltd (Daventry)

Inspection report for early years provision

Unique reference number 219934
Inspection date 24/02/2009
Inspector Sheila Dawn Flounders

Setting address Arnex House, London Road, Daventry, Northamptonshire,
NN11 4DS
Telephone number 01327 311191
Email
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

Caring Kindergarten Day Nursery (Daventry) is one of five nurseries run by the organisation. It opened in 1999 and operates from rooms within Arnex House, south-east of the town centre in Daventry, Northamptonshire. The nursery is accessible on the ground floor, with stairs to the pre-school areas. Children have access to an enclosed outdoor play area. It is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register only. A maximum of 90 children may attend the nursery at any one time. There are currently 57 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are 10 members of staff, nine of whom hold appropriate early years qualifications to at least NVQ Level 2. The nursery provides funded early education for three and four-year-olds. The nursery receives support from the local authority advisory team and is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the provision is good. Children are making good progress in their learning and development throughout the nursery, with appropriate support given to children with additional learning needs and their families. The well-being of children is a priority, with good quality, inclusive practice ensuring that each child has their individual needs met, for example, Makaton signs are introduced to all children to aid early communication. The provider has ensured that staff are familiar with most requirements of the Early Years Foundation Stage (EYFS) and together they demonstrate a strong commitment to maintain ongoing improvement to their practice and the provision for children. This commitment is evident in the strong relationships that exist with parents and others working with the setting.

What steps need to be taken to improve provision further?

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

- expand risk assessments to cover anything with which a child may come into contact
- develop more detail in the planning process so that learning intentions are clear and sufficient information is provided for all staff to understand their role in helping children achieve these.

The leadership and management of the early years provision

Strong internal leadership is well supported through the upper management of the organisation. This ensures that all necessary policies, procedures and information is available, mostly accurate and up to date. Action was taken following the previous inspection which resulted in improvements for children. Continuous monitoring and evaluation of the provision ensures managers have a realistic idea of the nurseries current strengths and most weaknesses, and how to rectify these. Good use is made of the space within the premises to extend the experiences for children, for example the main hall upstairs is used by some younger children for physical play activities, and different rooms are used in each age group for messy play and quiet activities. The staff group work well together as a team. Resources are plentiful, so that, for example, each messy play area is fully equipped, enabling staff to concentrate on their interaction with the children rather than having to move materials.

Risk assessments are used to ensure that most aspects of the premises and resources are safe for the children's use. However some situations and activities children engage in have not been fully considered, such as contractors on site and children's use of the computer, which could result in potential hazards being overlooked. Robust vetting and induction for new staff help to keep children safe by ensuring that those working with them are qualified and suitable to do so. Children are further safeguarded because staff are aware of what would give them concerns about a child's welfare and what action to take if necessary. Parents and carers access the safeguarding policy, which is also prominently displayed, to find out what the procedures would be and also have access to comprehensive information about all aspects of the provision. Daily exchanges keep them informed about their child's activities and significant care issues, with termly reports and an annual meeting providing additional time for discussions with the key worker. The nursery is particularly successful in encouraging parents and carers to provide them with information about what has been happening at home, and opportunities to add this into their child's developmental folders.

The quality and standards of the early years provision

Children enjoy their time in the nursery and have many good opportunities to extend their learning and achievement. They benefit from positive interaction with staff, which is especially evident in the homely atmosphere in the baby rooms. The younger children are developing their emergent physical and language skills. They model the experiences they observe around them, for example, showing care and concern when playing with dolls. In 'Daisy' rooms children are introduced to more challenging activities, learn to share, take turns and develop the length of time they spend engrossed in their play. Role-play is well supported by staff, with children taking on specific tasks and making more imaginative use of resources. Pre-school children direct much of their own learning, following their interests in various situations, during which staff ask pertinent questions to test their understanding. Most planning however does not fully reflect the quality of activities that take place, nor link consistently to the areas of learning as some staff are still

becoming familiar with recent changes, particularly to the language used. Whilst those normally working in the base rooms are able to demonstrate that they know the children well and what they expect them to learn from activities, current plans lack details needed for other members of staff who provide cover at times or to aid parental understanding. Children's assessment information is shared regularly with parents and carers, using various formats to demonstrate how learning takes place across the curriculum. Regular observations and overall tracking provide clear evidence of the children's progress overall, but not always in each area.

Children's welfare is well promoted. Staff know children well as information about their individual needs is regularly updated. Opportunities are provided to maintain their individuality, for example, babies have their own cot which parents can furnish with items from home. Children are provided with nutritious healthy meals and snacks. These are served in designated areas enabling children to enjoy sociable mealtimes, develop their independence and reinforce their understanding of personal hygiene. Children's awareness of a healthy lifestyle is enhanced through good access to fresh air and physical play, which takes place at least once daily. Each group has their own garden area so that age-appropriate resources provide physical challenges. Children's behaviour is very good due to staff's reinforcement of the simple boundaries in place, such as not to run inside or climb by windows, which help children understand what is expected of them. Few incidents occur, but staff are confident in how to handle them using methods that are appropriate to the age and understanding of the child. The children are mainly confident, articulate, learning to be increasingly independent and developing the skills that they need for the future.

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?	2
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 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 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.