

JJ's Kiddycare

Inspection report for early years provision

Unique reference number EY384013
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Inspector Sheila Dawn Flounders

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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

JJ's Kiddycare day nursery is privately owned and situated in a rural area on the outskirts of the village of Welford, Northamptonshire. It opened in 2008 and operates from three main rooms in a purpose-built building, which is easily accessible in all areas. Children have access to an enclosed outdoor play area. It is open each weekday from 07.45 to 18.15 for 50 weeks of the year.

The nursery is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. A maximum of 45 children may attend the nursery at any one time. There are currently 29 children aged from six weeks to under five years on roll, some in part-time places. Older children attend before and after school and in the holidays. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are eight members of staff working directly with the children, six of whom hold appropriate early years qualifications to at least NVQ Level 3. One member of staff is working towards Early Years Professional Status. The setting provides funded early education for three and four-year-olds and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. The nursery promotes inclusion in all aspects of their practise and supports individual children's needs very well, particularly in the baby room. Excellent partnerships with parents ensure an ongoing two-way exchange of information about the children takes place, allowing staff to be aware of any changes when they occur. As a result, children's welfare is well-promoted and they are making good progress in their learning and development. Management have worked hard to develop the nursery since its registration and have effective plans in place for ongoing improvement. Excellent use is made of the premises, resources and staff to provide children with a very positive learning experience.

What steps need to be taken to improve provision further?

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

- develop tracking systems for younger children to ensure specific areas of learning are not overlooked, particularly for those attending part time.

The leadership and management of the early years provision

Senior managers are actively involved in the nursery on a daily basis, allowing them to effectively monitor and evaluate all aspects of the provision; as a result, they are aware of their strengths and most weaknesses. They demonstrate a very strong commitment to maintain ongoing improvement. They ensure that all the

records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, with those needed regularly kept easily to hand in each base room. The staff team is well-qualified, working effectively together to ensure ratios are maintained, and usually exceeded. They provide appropriate support when needed, but are also skilled at allowing children time to try activities independently initially. Robust recruitment, vetting and ongoing reviews ensure staff suitability and children are further safeguarded by their knowledge of child protection procedures, which would be acted upon if they had any concerns.

Risk assessments are used to identify, and reduce the risk from, any potential hazards within the premises and on outings, with management aware of the need to develop these as additional activities are introduced. Daily checks are made of higher risks, such as the outdoor area, to ensure their ongoing suitability and maintain children's safety. Measures such as internal and external gates, only using size and age-appropriate resources, and the careful siting of these also promote safety.

Excellent partnerships with parents are developed to collect detailed information about the children, their routines and interests even before they attend so that staff are aware of all of their individual needs. As children settle and then progress, parents take their record books home. These provide full details of their child's day and significant progress with the opportunity to add their own information about developments the child makes at home. Information provided to parents weekly includes the planning sheet for their child and also some suggestions for how to continue their learning at home so they are able to be fully involved. Strong partnerships have also been developed with some of the other settings children attend to provide continuity of care and learning.

The quality and standards of the early years provision

Children access an excellent learning environment, with daily opportunities to engage in a range of age-appropriate activities which follow their interests, both inside and outdoors. They learn through play, with activities often including all areas of learning and planning individualised to show each child's next steps. The current construction site outdoor role play provides many opportunities for physical exertion as sand is moved and mixed to make 'cement', problem solving as children consider how to move the sand, with self-esteem promoted as their ideas and suggestions are discussed. Children examine a real wall to see how the bricks are laid and then re-create the features they identified as they build their own sturdy wall using various tools. They are also surrounded by appropriate labelling and reference cards. Children benefit from the positive interaction they have with staff, who support their learning by providing appropriate resources, making suggestions at times and asking probing questions to make children think. Very young children have opportunities to explore a variety of textures and materials, they make sounds using various objects and delight in learning how to push buttons to produce noises or flaps to pop up. Babies love the outdoor area and develop their physical skill as they move around, climb and kick the balls in the ball pit. Children's assessment records clearly show they make good progress from

known starting points, with staff making continual observations, although those for the younger children do not keep a sufficient overview to identify those areas of learning which individuals may not be progressing in.

Children's welfare is a priority for the nursery. They have a healthy, well-balanced diet, mainly of freshly cooked meals, although parents do provide food and bottles for the youngest children, with water constantly available to ensure they are well-hydrated. All areas have direct access to outside which is accessed daily, often with the doors open so that children have freedom of movement. Robust cleaning and hygiene routines protect children from the risk of cross infection, with many opportunities taken to introduce children to independence with their personal hygiene. Particularly prominent is the attention given to each baby's routine for sleeping, eating and changing, demonstrating that the staff treat them as individuals, and their skill in promoting the babies' early mobility and language skills. Children's behaviour is very good because they engage in activities which interest them and the older children are aware of the boundaries that exist, mainly to help them learn to keep themselves safe.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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 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.