

Kiddi Caru Day Nursery

Inspection report for early years provision

Unique reference number EY293679
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Inspector Sandra Daniels

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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 Day Nursery opened in 2004. It operates from a purpose-built nursery building in Harlow. The nursery mainly serves the local area. The nursery comprises eight playrooms with adjoining nappy and/or toilet facilities. There is a large, secure outdoor play area used by children of all ages. As well as the playrooms, the nursery has an office, commercial kitchen, milk kitchen, laundry room, adult toilets including facilities for the disabled and a staff room.

There are currently approximately 159 children from birth to five years on roll. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language and who have learning difficulties and/or disabilities. The nursery opens from 07.00 to 19.00, weekdays, all year round other than Bank Holidays and are closed for a week at Christmas.

24 staff currently work with the children. Level 3 childcare and education qualifications are held by 21 of the staff team; a further three staff hold Level 2 qualifications, one member of staff holds Level 4 and one an Early Years Foundation Degree. Several staff members are on training courses. The nursery staff are supported by two catering staff in the kitchen who prepare meals on-site daily. Many of the staff, including the nursery manager, deputy manager and most senior nursery nurses, have been with the nursery since it opened, contributing to the stability of the team and consistency for children and families. Staff absences due to annual leave and occasional sickness are mainly covered by 'bank' staff who, whilst not employed under contract, are fully inducted into the nursery and are treated as regular staff. Use of agency staff is minimised to avoid inconsistency in the care of children and a lack of awareness of required policies and methods of working. The nursery manager is studying for a degree in Early Childhood Studies. Other staff are being supported in commencing studies from Level 3 to Level 4. The nursery is a member of National Day Nurseries Association (NDNA) and is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The setting is highly effective at recognising the uniqueness of each child, valuing it and using it to maximise outcomes for them. Amazing support is given to every child so that no group or individual is disadvantaged. Exemplary partnerships with other providers, agencies and parents work successfully together to ensure children's individual needs are always met to the highest standard. Adults clearly value the diversity of individuals and are highly effective in ensuring that all children are well integrated and achieving as much as they can. Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and what needs to improve. As a result, actions taken are well targeted and have a significant impact on bringing about sustained improvement to the early years provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the systems for supporting parents to review their children's progress regularly and contribute to their child's learning and development record.

The leadership and management of the early years provision

Those in charge have exceptionally high aspirations for quality, which is evident through ongoing improvement. There is a clear focus on helping all children to make significant progress in their learning and development and in promoting their welfare. Staff are carefully selected to ensure that they are right for the team, well qualified and experienced. They demonstrate a professional and enthusiastic approach to working with young children. There is a common sense of purpose within the whole staff team, who work exceptionally well together. The maintenance of policies and procedures required for the safe and efficient management of the Early Years Foundation Stage (EYFS) can clearly be seen in practice and ensures all children's needs are met.

The nursery has successfully developed a culture of reflective practice, informed discussion and self-evaluation which has led to improvements which have a positive and substantial impact on the quality of the provision and on outcomes for children. Great efforts are made, and much thought given, to establishing and maintaining excellent partnerships with parents and carers. All practitioners know all children and their families by name, whether or not they are actually working directly with them. Parents receive top quality information about the setting and remain very well informed of their children's achievements and progress. They are encouraged to share what they know about their child at the start of the placement and on an ongoing basis. Parents are also encouraged to become involved in supporting their children's learning and development and efforts are being made to develop this further. Partnerships are also being established in the wider context; with other professionals and agencies.

Practitioners demonstrate a high level of commitment to promoting children's safety. Children learn about keeping themselves safe as they receive gentle reminders from staff and see the visual prompts on display. Children are taught to be safety conscious without being fearful. For example, they practise regular evacuations of the premises so that they become aware of how to act in an emergency situation. Outdoor and indoor spaces, furniture, toys and equipment are all of high quality and very well maintained. The quality of risk assessments, daily health and safety checks and actions taken to manage or eliminate risks are highly effective. Arrangements for safeguarding children from harm or neglect are robust and clearly understood by all staff.

The quality and standards of the early years provision

This is an inspirational provision with exceptional organisation of the educational programmes and the learning environment. As a result, all children make significant progress in their learning and have consistently good, and often excellent, levels of achievement in relation to their starting points and capabilities. Staff support children's learning on a personalised basis very successfully. They are knowledgeable and know how and when to engage children's interests. The range of experiences provided is extensive and varied and includes those that are predictable, comforting and challenging. For example, when children became particularly interested in the story 'Kipper Goes Camping', staff skilfully harnessed this interest and supported children's learning by providing them with the resources to make tents and giving them torches to use. An interest in robots led to an interesting yoga session, with children moving in ways in which they thought a robot might move. Babies show their delight as they bounce up and down to familiar music. They develop fantastic relationships with their carers as they are supported to feel safe and secure when developing new skills such as rolling, crawling, cruising and walking. Toddlers have the confidence to try new experiences such as finger painting and walking in paint barefoot to make footprints on paper. Good emphasis is placed on providing opportunities for children's learning to be extended to the outdoors. Apart from taking physical exercise, children plant and grow vegetables which are donated to the local hospice. As they hang clothes on a washing line, they are matching, sorting, counting, calculating and problem solving in addition to having great fun. Practitioners pay good respect to meeting children's physical and emotional needs, meaning that children feel secure enough to be ready to take full advantage of the play and learning opportunities on offer.

Staff recognise that every child's learning journey takes a particular path based on their own individual interests, experiences and the curriculum on offer. They appreciate that all areas of learning are connected and are all equally important. Children show positive attitudes towards learning because it is fun for them. Some are guided more by staff and others can experience challenges in their own way and time, as staff have the confidence to stand back and allow this to happen. All practitioners clearly have a very good knowledge and understanding of the EYFS.

Children are happy and confident in their surroundings. They feel comfortable and secure enough to take some control over their learning. They can learn independently because the environment is interesting, attractive and accessible to every child; it motivates and stimulates them. Children gain a great sense of satisfaction from their explorations and investigations. They test things out and solve problems by themselves. This is skilfully extended by practitioners through purposeful questioning to help children to think critically.

High quality planning and organisation is based on thorough and accurate observations so that activities are well matched to the full range of children's needs. This means that all children can succeed, including those with learning difficulties and/or disabilities. Children's behaviour is managed exceptionally well;

to the point where it is not noticeable. Children form friendships which, apart from being fun, offer them chances to give and receive practical help and emotional support. Two toddlers, having a rest after lunch, hold hands as they relax. Children of all ages are supported to understand and manage their feelings. As this is established, children can then begin to understand other people's feelings and to become more caring towards others. Because staff value children for who they are, and appreciate their differences, children all feel included and understood, whatever their personality, abilities, ethnic background or culture.

The welfare of children is promoted extremely successfully and is significantly enhanced by policies, procedures and practice that are individual to the setting. Children's good health and well-being is strongly supported by excellent routines, games and activities which help children to begin to make healthy lifestyle choices. For example, at mealtimes, children discuss which foods are good for you. Older children know that too much fat and sugar are not good for your body. Children's meals and snacks are prepared on the premises from scratch, using fresh ingredients. Babies and toddlers receive their food in a consistency which is suitable to their needs and older children develop independence as they serve themselves.

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?	1
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?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
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?	1

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 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.