

Kiddicare Day Nursery

Inspection report for early years provision

Unique reference number EY382505
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Inspector Lara Hickson

Setting address Istead Rise Cp School Juniors, Downs Road, Istead Rise,
GRAVESEND, Kent, DA13 9HG
Telephone number 01474833424
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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 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 Day Nursery was registered in 2008. It is privately owned by Kiddistaff Ltd. and operates from a mobile in the grounds of Istead Rise CP School in Gravesend, Kent. The nursery has access to three rooms, toilets, kitchen and a well equipped outdoor play area. The nursery serves the local area and surrounding villages and towns. The nursery is open five days a week, term time only. It is open from 09:00 to 15:00 daily with extended day care from 08:00 until 18:00 and children attend for a variety of sessions.

There are eight members of staff who work directly with the children over the course of the week. Three members of staff are qualified to NVQ Level 2 and are due to start NVQ Level 3 and four staff have completed NVQ level 3 and two are going to start NVQ level 4. The manager holds an NVQ Level 4 and is in the middle of completing the Early Years Foundation Stage degree. The setting provides funded early education for three and four-year-olds and receives support from the Early Years Advisory Teacher.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children from two to five may attend the setting at any one time. There are currently 37 children on roll, some of whom attend for sessional care and some for full day care. There are systems in place to support children with Learning difficulties and/or disabilities and those who speak English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff's excellent knowledge of the Early Years Foundation Stage and of the individual children in their care ensures that they successfully promote all aspects of children's learning and development. The system for observation and assessment is extremely effective as staff find out information from parents about the children's starting points and ensure that this information is used to plan for the next steps in each child's learning. Partnerships with parents are very well established and contribute effectively to children's learning. Excellent regular self-evaluation by the manager and staff team ensures that any issues identified are prioritised and acted on to further improve the welfare and developmental aspects of the setting. This enhances the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to monitor and evaluate the nursery to continue the excellent outcomes for children

The leadership and management of the early years provision

The nursery is exceptionally well led and managed. Staff are professional, dedicated and committed towards ongoing self development. Both the manager and staff team have a clear vision about the long term aims for the nursery and work together to achieve these aims. The robust systems in place to monitor and evaluate the overall effectiveness of the provision ensure that all children's welfare, development and learning needs are thoroughly met. There is an extremely effective management structure in place and all staff are aware of their roles and responsibilities. The strong commitment by the staff team regarding on going training and development enables the provision to continue to improve outcomes for children. All staff have attended safeguarding training and are knowledgeable about their role and responsibility to keep children safe from harm. Staff are very well supported and work exceptionally well together as a team with clear contingency arrangements in place to ensure the effective running of the nursery in the absence of the manager. All required documentation is in place and is very well maintained. Comprehensive policies and procedures are used effectively to promote the welfare of children and underpin the excellent practices within the setting.

The setting has effective systems in place to support children with English as an additional language and children with learning difficulties and/or disabilities. The Special Needs Coordinator (SENCO) works closely with parents, the Area SENCO and other professionals, such as speech and language therapists.

The setting's capacity for ongoing improvement is excellent. For example, all the previous recommendations prior to re-registration have been addressed effectively and the registered person and staff team are committed to improving outcomes further for children. The setting continuously monitors the effectiveness of the provision taking into account the views of parent/carers and their Early years Advisory teacher. Self-evaluation takes account of all aspects of the provision and enables the setting to set clear priorities for further improvement focusing on the needs of the children attending.

Partnerships with parents is extremely effective and ensures that children's individual care and learning needs are met. Parents are provided with comprehensive information about the Early Years Foundation stage through both information letters, regular newsletters and parents' consultative sessions. They also have regular opportunities to discuss their children's progress and to contribute to their learning and development records. Parents say that they are exceptionally happy with the care and education their children receive and comment on the warm, caring staff team and the vast range of activities and resources available for their children to enjoy.

The quality and standards of the early years provision

Children's independence skills are developed and extended well within the setting as the staff team provide numerous opportunities for them to self-select resources

and to be involved in choosing which activities they wish to be involved in through the plan, do and review systems. The café style snack bar system allows children to choose when they would like to have their snack and limits their play being interrupted, allowing children to complete tasks and activities. Resources are easily accessible and stored in labelled see-through drawers and containers which enables children to independently select. They have opportunities to choose from an extensive range of toys and activities promoting different learning experiences. Children are confident in using resources to extend their play, supported well by the staff team. For example, child use digital cameras and camcorders to record construction models built and activities enjoyed with peers. The extensive range of technology available offers children opportunities to become confident and skilled with a variety of different equipment such as tape recorders, printers, computers and digital cameras and camcorders.

The nursery uses an effective observation and planning system which builds on children's individual needs and interests. Children plan, do and review activities and staff observe them during all aspects of their play and learning and use these observations to develop the next stages of children's learning. The key person system works extremely well and close links built between parents and their child's key person benefits the children's development particularly during the settling in stages when children's interests are discussed and activities planned specifically to reflect these. Planned focus activities are taken from key person observations and these are used to extend children further as individuals. The flexible planning system based around children's individual needs, interests and changes works exceptionally well. During staff meetings staff constantly ask each other 'why are we doing this and what are children getting out of this?'. This ensures that planning systems meet individual needs.

Children's health is exceptionally well promoted. Accident records are monitored on a regular basis and evaluated by the manager to identify and reduce any patterns. Health and hygiene procedures are effective. For example children understand when and why they need to wash their hands and there are also visual prompts in the bathroom area to help encourage and develop independence. When a reptile session takes place staff ask children why they need to wash their hands after touching chameleons, lizards, geckos and a boa constrictor and children confidently explain 'we need to wash the germs off'.

Children develop confidence and self esteem is promoted effectively through encouragement and recognition of their efforts. Behaviour within the setting is excellent and staff encourage children to solve any conflicts independently, liaising if required to diffuse a situation. Children take turns during play, sharing the resources well.

Children's welfare is further promoted by the nursery team who demonstrate a secure understanding of current safeguarding procedures. All of the staff team have completed child protection training and the manager has completed further intensive safeguarding training. This ensures that all members of staff are aware of their duty towards the children they care for and of the procedures to follow if they have a concern. Comprehensive risk assessments are in operation to ensure children's on-going safety in the setting. Children learn about their activities both

inside the setting and on outings. For example, the setting participates in the forest schools initiative and children have been going to a local country park where specific boundaries are introduced but children are also encouraged to take risks. Within the nursery environment children have opportunities to use china in the home corner and to cut their own fruit and vegetables under supervision. Children are made familiar with arrangements for emergency evacuation, which ensures they remain calm and confident in the event of an emergency.

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

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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