

Kiddi Caru Day Nursery

Inspection report for early years provision

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Inspector Felicity Gaff

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Kiddi Caru Day Nursery is one of 19 nurseries run by The Childcare Corporation. It opened in 2007 and operates from a purpose-built, self-contained unit in Burgess Hill, West Sussex. All parts of the building are wheelchair accessible. All children have access to an adjacent outdoor play area. The nursery provides 100 places for children in the early years age range, from 7.30am to 6.30pm on Mondays to Fridays for 51 weeks a year. There are currently 174 children on roll who are drawn from the surrounding urban and rural areas. The nursery supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language. There are 41 members of staff who work directly with the children, of whom 30 hold early years qualifications to at least level two. The setting provides funded early education for three- and four-year-olds. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are generally well met because they are cared for by well-qualified staff in attractive, well-designed premises. They enjoy an excellent range of high-quality toys and equipment that supports their progress in all areas of learning. Staff ensure they know each child's welfare needs and endeavour to provide the care their parents wish them to have. The provider fosters an ethos of continuous improvement throughout the nursery. Managers involve all staff in evaluating their practice and, overall, they identify and address areas for development effectively.

What steps need to be taken to improve provision further?

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

- use systematic observations and assessments of children's achievements, interests and learning styles to plan challenging and motivating play experiences for each child indoors and out, across all areas of learning and development
- organise space and resources to ensure one- and two-year-old children can benefit from a wide range of attractively presented play opportunities at all times
- improve the organisation of everyday routines such as snack and meal times to incorporate good hand washing procedures and to minimise the time toddlers spend waiting passively.

The effectiveness of leadership and management of the early years provision

There are rigorous systems in place to ensure that staff are suitable to care for children. Comprehensive training systems ensure all staff are familiar with their roles and responsibilities for child protection. Staff know children well as individuals and endeavour to adapt the care they provide to meet each child's needs. Staff carry out thorough risk assessments of premises, practices and equipment, which ensure the quality, safety and accessibility of all indoor and outdoor areas of the nursery. They work together with managers to evaluate the nursery's strengths and weaknesses. Managers take prompt steps to rectify identified weaknesses but do not always check how well staff use new resources to improve the care children receive. Although minimum ratios are met at all times, on occasion staff caring for babies and toddlers struggle to meet the needs of all promptly. Staff caring for one- and two-year-olds do not always organise time, space and resources sufficiently carefully to provide enough choices for each child.

Staff work closely with parents to create effective partnerships. There are very good systems to allow an unhurried exchange of information when children first attend. This means that staff caring for children are very well informed about each child's development and their welfare needs. Children feel secure and comfortable at the nursery because they receive consistent care. There are good arrangements to enable parents and other carers to learn about and support the care and education offered. The numerous photographs displayed show parents the wide range of play opportunities children enjoy. Staff arrange opportunities for parents to visit the nursery to play alongside their children. They provide examples of play activities that parents and children can share at home to extend their learning. Staff work effectively with other agencies to meet the needs of children with special educational needs and/or disabilities. They initiate links with other early years settings but do not share enough information to ensure they are complementing the care children receive elsewhere.

The quality and standards of the early years provision and outcomes for children

Managers have high expectations for the nursery and put in place clear procedures to support good practice, although at times these are not implemented consistently across all age groups. Staff provide a wide variety of activities that are likely to support all areas of learning well. They do not use systematic observations and assessments of children's achievements, interests and learning styles when planning them. Written plans do not clearly identify how staff might adapt activities or resources to provide challenging and motivating play experiences for each child indoors and out. Staff observe what children do and record what they notice. Parents receive daily notes about their child's day although those for toddlers are often repetitive and merely list the activities in which children took part rather than what they achieved or learned.

Children throughout the nursery are cared for by consistent staff who know them

very well as individuals, which promotes their confidence and self-esteem. Babies quickly feel at ease in the nursery and respond positively to the gentle care of trusted adults. The organisation of everyday routines does not always maximise children's opportunities for active learning or ensure that children have enough space for well-spaced activities. Staff provide good role models and explain to older children how and why they should behave. As a result, many of the older children are confident and friendly. Behaviour is very good. Children are proud of their nursery and are eager to explain all the things they do. They develop good social skills, make friendships and begin to understand the reasons for the everyday rules they follow. Babies and toddlers develop their language skills because staff respond to their vocalisations, encouraging them to communicate. Staff make good use of songs, stories and rhymes to help children extend their vocabularies. Older children develop an excellent knowledge of literary conventions; they begin to identify sounds and letters and enjoy sharing books with adults. They apply their knowledge of numbers to real-life situations in order to solve problems.

Babies learn about the world around them as they eagerly explore the interesting range of play materials, and staff ensure non-mobile babies can reach toys they enjoy. Children learn about the natural world as they plant seeds and tend growing plants, although there are few outings to enable them to encounter creatures, people and objects in their natural environments and in real-life situations. Older children competently operate simple programs on the computer. Staff make good provision to support the language needs of children who are acquiring more than one language. They help children to begin to recognise and respect cultural diversity by celebrating festivals from different cultural traditions. Children are cared for in a safe, well-resourced environment. They enjoy nourishing, home-cooked meals, and older children learn to make healthy food choices. Children learn to recognise their own bodies' needs and are usually able to help themselves to drinks as they need them. The premises are kept hygienic because staff follow good cleaning routines, although they do not always ask visitors to remove their shoes before entering baby and toddler rooms. Most children follow good personal hygiene routines to minimise the risk of cross infection.

There are clear procedures for managing sick or injured children, and all the records required to support children's welfare are in place. The needs of children with specific dietary requirements or medical needs are managed very well. All children have regular access to outdoor play and older ones begin to learn that this keeps them healthy. Babies roll and crawl in safety and have appropriate equipment to pull themselves safely to stand. Staff support children well as they experiment with a range of materials in two and three dimensions. For example, one-year-olds explore how they can squeeze play dough, and persevere at controlling paintbrushes. They learn about textures, tastes and smell through playing with substances such as baked beans or cornflour paste. Staff encourage older children to find their own ways to make marks on paper with finger paint. Children of all ages practise counting backwards and forwards as they join in number songs and rhymes.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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