

# Kiddiecare Day Nursery Limited

Inspection report for early years provision

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**Unique reference number** EY268102  
**Inspection date** 05/10/2009  
**Inspector** Suzette Butcher

**Setting address** Off Grange Lane, Winsford, Cheshire, CW7 2BP

**Telephone number** 01606 869324

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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*.

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.

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## Description of the setting

Kiddiecare Day Nursery is one of two nurseries privately owned by Kiddiecare Day Nursery Limited. It opened in 2003 and the pre-school and out of school care began in 2006. It operates from four rooms in a purpose-built building, which is situated in the grounds of the Verdin Exchange in Winsford. High Street Primary School is adjacent to the nursery. The whole setting is in the footprint of Greenfield's Children's Centre. A maximum of 71 children under eight may attend at any one time. All children have access to secure outdoor play areas. The nursery is open each weekday from 8.00am to 6.00pm all year round. Children attend for a variety of sessions. The out of school provision operates before and after school and the holiday club is open during school holidays from 8.00am to 6.00pm.

There are currently 137 children on roll and, of these, 107 children are in the Early Years Foundation Stage (EYFS). The nursery serves children from the local area and provides short-term respite for families referred by social services. The setting currently supports children with special educational needs and children who speak English as an additional language. Funded early education is provided for three- to four-year-olds. The nursery employs 18 staff, of whom 17 hold appropriate early years qualifications. The provision is supported by a local authority early years consultant.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are vigilantly safeguarded and their welfare requirements are well met. The setting's multi-agency working and community ethos overcome barriers and create an inclusive environment where families are valued and no group or individual is disadvantaged. Effective partnerships are maintained with parents, carers and others and adequate systems are followed to involve parents in their child's learning journey. Challenging activities are provided for large and small groups, although children's individual needs are not consistently identified in planning. Management demonstrate a strong commitment towards achieving continual progression by clearly identifying key areas to improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- seek further opportunities to involve parents and carers in their child's learning journey
- establish clear starting points with parents and carers when their child first joins the setting
- differentiate planning to meet children's individual needs and acknowledge their different learning styles.

## **The effectiveness of leadership and management of the early years provision**

The safety and welfare of children are given a high priority throughout the provision and staff are familiar with the procedures to follow if they have any child protection concerns. The provision's comprehensive policies and procedures are reviewed on a regular basis to ensure they meet requirements and fully safeguard children. Robust recruitment, employment and induction procedures ensure all staff are suitable. Monitoring systems, regular supervision and appraisal meetings support staff and clearly identify future training needs. Comprehensive risk assessments are completed on the environment and outings to further protect children. Staff are deployed effectively and work well together as a team, and they understand their roles and responsibilities.

The strong management team is highly committed towards providing the best possible care and education for children. They benefit from very effective links with the wider support network in the neighbourhood children's centre, the local schools and college. Regular dialogue and feedback from families and the wider community ensure that everyone's views are listened to. Management respond positively to change and new initiatives are welcomed. Areas and resources are well organised and used very effectively. For example, one area is used for pre-school sessional care during term time and the out of school care for the rest of the time, to meet the needs of the local community.

The impact of changes and improvements since the last inspection is closely monitored to evaluate their effectiveness. This sets the right pace for sustained progress and earns the commitment of staff. The whole staff team is actively involved in the local authority self-evaluation programme to improve standards. Key areas for improvement are prioritised and monitored in effective action plans. In-house training is provided to meet identified group needs, such as updating first aid knowledge. Weekly support is provided by the local authority early years consultant and staff attend courses at Greenfield's Children's Centre. Staff are well qualified and highly motivated and supported to further raise their skills and qualifications. For example, key staff are currently attending training on care and education for babies and three senior management members are completing degrees, as they work towards Early Years Professional Status.

The promotion of inclusive practice is a key strength within the provision. Positive attitudes towards diversity and difference within all children are strongly promoted to help children to learn to value different aspects of their own and other people's lives. Linguistic diversity is valued and opportunities for children to develop their home language in play and learning are provided. The nursery's skilled support for children's early language and communication skills was recently recognised with an 'I Can' accreditation award. Effective partnerships are maintained with parents and appropriate support agencies, such as speech therapists or physiotherapists, to ensure that children's special educational needs are recognised and supported at an early stage by everyone involved. Children and families are sensitively supported during periods of respite care in the nursery. Effective links and support

from social workers, family support workers, foster carers and kinship groups promote continuity and consistency for children. Documents, such as personal education plans, further enhance information sharing. Consequently, children and their families feel included, safe and valued.

Systems are in place to share information with parents and carers to promote an understanding of children's individual needs. Good settling in procedures are followed and parents and carers continue to share details with their child's key worker during informal chats at handover times. This promotes continuity for children. An open invitation is offered to parents to discuss their child's learning and development and contribute examples of their child's activities at home to add to their learning journey. However, the two-way process of sharing information is not fully established to actively involve parents in their child's learning and development. Good practice in information sharing extends to other providers within the EYFS to promote the integration of care and education. Strong links are established with nearby primary schools through out of school care, which supports the smooth transition for children moving to school.

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

Children develop confidence and self-motivation in the stimulating, enabling environment. Activities flow smoothly, as children confidently move between the indoor and outdoor areas. High-quality resources include a varied selection of natural materials and everyday objects to enhance play opportunities. Toddlers happily investigate different tactile materials, such as flour or wood chippings. Areas are organised to create communication friendly spaces, with tents, dens or cosy cushioned areas. Staff observe, analyse and plan next steps in learning for each child in their key worker group and record details in their individual profiles. These are accessible on low shelves for children and their families to share details of their learning journey. Information is shared with parents to establish starting points for children but this is not included in their profile to form a baseline for children's learning and development. Staff monitor children's progress towards the early learning goals on a regular basis to identify areas for development and inform future planning. Challenging focus activities for small and large group activities are planned each day and linked to children's interests and preferences. Staff reflect on the outcomes for children as they evaluate their planned activity and use this to improve standards. However, planning systems are not clearly differentiated to acknowledge children's different learning styles or provide appropriate opportunities for individual children who need extra support or more challenge.

Children confidently make their own choices and learn to make decisions as they become active, independent learners. They have fun initiating and developing their own ideas with discreet support from staff. Informal learning opportunities are identified and maximised during daily activities as children make good progress in communicating, literacy and numeracy. For example, children identify letters and sounds as part of their name or in stories, such as t for tiger. Numbers and basic calculations are regularly explored and extended as children play. Children make

good progress in developing information and communication technology skills as they confidently complete computer programs.

A healthy lifestyle is actively promoted throughout the setting. Inviting outdoor areas and the free-flow of activities between the indoor and outdoor environments ensure that children benefit from regular exercise and fresh air throughout the year. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Children find tissues to blow their own nose and dispose of the tissue hygienically. Appropriate action is taken when children are ill and to prevent the spread of infection. Snacks and meals consist of well balanced, nutritious options that are cooked on the premises each day. Mealtimes are relaxed, social occasions, where staff and children share information and enjoy each other's company. Independence skills are actively promoted when older children confidently help themselves to drinks and snacks. Toddlers sit comfortably around low tables and learn to feed themselves. Children warn their friends that the meal is 'still very, very hot'.

All areas are checked on a daily basis to identify potential hazards and risks. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They remember to wipe their feet when they come in out of the rain to avoid slipping indoors. Visits from local community members encourage children to learn about their environment and consider risks in the wider world. For example, police officers talk about 'stranger danger', crossing roads and what to do if they were lost. Children are also encouraged to develop skills for their future well-being as they learn to solve problems and work collaboratively. They select musical instruments and create rhythms and tunes or build complex structures with blocks together. Children and babies share warm relationships with key worker staff. Children are well behaved as they happily share, take turns and play together cooperatively. They learn to be considerate towards adults and each other in the calm, consistent atmosphere, where staff act as positive role models.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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