



Kiddi Caru Day Nursery

Inspection report for early years provision

Unique Reference Number	EY293679
Inspection date	29 September 2005
Inspector	Greg Wolff
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Registered person	The Childcare Coporation 4 plc
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Kiddi Caru Day Nursery opened in 2004. It operates from a purpose-built nursery building in Harlow. The nursery mainly serves the local area.

There are currently 89 children from 0 to 5 years on roll. This includes 21 children who are eligible for nursery education funding. 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 special educational needs.

The nursery opens from 08:00 to 18:00, weekdays, all year round.

Twenty two staff currently work with the children. At least 50% of staff have appropriate childcare qualifications. Several staff members are on training courses.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's individual health requirements are extremely well met. The staff team's excellent knowledge and understanding of the setting's health policies and procedures ensure that children's wellbeing is robustly supported. Staff are knowledgeable about individual children's needs, and ensure they are suitably trained to provide necessary intervention where there are risks, for example administering treatment for severe allergies. Very clear, comprehensive, and well maintained routines are in place to ensure children benefit from a very clean and ordered environment. This is supported by comprehensive information given to parents regarding children's health issues, such as exclusion times relating to childhood ailments, thus reducing the possible risk of cross infection for children.

Children develop very good levels of personal independence, with even very young children being encouraged to develop responsibility. For example, toddlers who need help to use the toilet are encouraged to wash and dry their hands and dispose of paper towels with minimal help. Older children manage their personal care needs very well and are developing an understanding of things that may affect their health, such as germs and eating healthy foods.

Snacks and meals provided are healthy and children enjoy a good balance of foods. Children use meal times as an extension to their formal learning activities by discussing what they are eating and helping practitioners to set up and clear away equipment.

Children of all ages take part in an excellent range of activities that promote physical development and co-ordination. Daily access to outdoor play and excellent resources ensure that children are developing large motor skills and good spatial awareness. For example, they throw and catch balls, use skipping ropes, hoops, bikes and assorted equipment as they negotiate their environment with co-ordination and control. They enjoy organising group games such as hide and seek and 'what's the time Mr. Wolf?' where they can run and jump.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children learn to keep themselves safe in welcoming and stimulating purpose built facilities, where they are able to freely move around the learning environment across the session. Practitioners are vigilant about children's safety and ensure this by the highly effective implementation of thorough daily risk assessments and exceptionally

detailed health and safety policies and procedures across the provision. Children talk about safe practice, for example they recognise that they must not throw sand as it can hurt their own or other children's eyes. They talk about safety during role-play, recognising the need to keep the iron away from the edge of the ironing board.

Children are well protected because practitioners have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement nursery and local child protection procedures. The recording of all staff, children and visitors to and from the nursery, detailed policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

Children benefit enormously from the exceptional, well organised and vibrant learning environment and an extensive range of equipment and resources is available suitable for the ages of children attending. Excellent procedures are in place to ensure equipment is safe and well maintained. Children and babies access their own resources independently across the provision, which helps to develop and sustain extremely high levels of independence.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and settled within the nursery. Staff are very aware of the individual children; they offer a high level of support and assistance to children who require help in leaving their main carer. Children thoroughly enjoy their time within the nursery. They achieve well due to the staff's excellent understanding and use of early years guidance such as of the Curriculum Guidance for the Foundation Stage and " Birth to three matters". Staff use these expertly to plan an interesting and stimulating range of activities to provide high quality care and education.

All children are able to select the toys and resources they wish to use within all the rooms, for example, toys are displayed on shelving at appropriate heights within the baby room. Children are very comfortable within their environment and receive a high level and quality of support from the staff. Older children make friends with their peers and all children develop good relationships with the stable staff team. All children play happily and older children initiate conversations and involve other children and adults in their play. Staff provide children with an extremely high level of interaction both in planned and free play activities. Children thrive in the relaxed and well-organised environment provided by the staff.

Nursery Education.

The quality of teaching and learning is outstanding. Children are extremely confident in their surroundings. They enthusiastically select the toys and resources they wish to use from the excellent variety available. Children develop their independence skills through a very good range of planned activities, toys and equipment. They are enthusiastic to assist in daily tasks, for example, tidying up and selecting books. Children sit and listen well at group times; staff encourage them to put forward their thoughts and feelings, which they do with confidence, such as ideas about what will

happen next in stories that are not known to them. Staff encourage children's curiosity and reinforce their learning through questioning, repetition and well planned topics. Children are very well behaved and are very aware of the expectations and boundaries in place, for example, using equipment appropriately and sharing the toys and resources.

Children love books and stories and have many opportunities to look at books on their own or in small and large groups with staff members. Children confidently join in with stories and anticipate what may happen next. Staff use large puppets to help children interact with the words they are hearing, thus increasing their enjoyment. Staff provide children with many opportunities to mark-make and practise their emergent writing through everyday and fun activities. Children count up to 10, and many count beyond this. They are confident in their use of simple calculations and have opportunities to use these skills each day, for example, comparing the number of cups to the number of children. Children use mathematical language in their play, such as 'longer', 'shorter', 'above' and 'beside'. Children are keen to discover about the world around them and have many opportunities to grow and care for living things, for example, planting seeds. Planned themes develop children's awareness of different cultures and traditions. Children are very competent in their use of technology and have a multitude of opportunities to use a good range including tape recorders and a computer. Children enjoy and participate in a very good range of physical activities to assist them in developing their large and small motor skills.

Staff find out about the child right from the beginning, through discussions with parents and staff from other areas of the nursery. They have a good awareness of the needs, interests and skills of the individual children in their care and use these to plan a stimulating and exciting range of activities. Planning is flexible and is adapted to meet the needs and interests of the children. Staff have developed highly effective systems in recording individual children's achievements and using these to inform planning for children's next steps in learning.

Helping children make a positive contribution

The provision is outstanding.

Children show an excellent attitude towards one another and are extremely confident and self assured. They flourish in the nursery because they are exceptionally well supported by practitioners who encourage them to become autonomous and competent learners. Children play extremely well together learning to share and take turns and they negotiate this with confidence. They show genuine concern for one another and benefit enormously from the example set to them by the excellent staff team.

Children develop a secure sense of belonging and confidently take on responsibilities within the nursery, such as helping to clear up after themselves. Behaviour is exceptional and children show high levels of independence, confidence and self-esteem as practitioners continually praise and value their achievements. All children and their families, including those with special needs and English as an additional language, receive outstanding support from practitioners, enabling them to

thrive and make excellent individual progress. Children gain an extremely well developed respect for themselves and others as they learn about their local community and the wider world and value and celebrate their differences and similarities. Children's spiritual, moral, social and cultural development is fostered.

Babies and young children enjoy cuddles from practitioners and are extremely self assured, developing high levels of independence and a sense of security and belonging. They benefit from a superb partnership with parents, ensuring their individual needs are fully met and they make rapid progress in their development. Parents are fully involved in their child's learning and how they can support this in the home because highly effective communication takes place between practitioners and themselves, for example through daily diaries and discussions.

The partnerships with parents of children is outstanding. Practitioners pay high priority to establishing and securing the links between home and nursery, ensuring parents are actively involved in their child's learning. Parents receive extremely detailed information and discuss the curriculum and the philosophy of the nursery, which helps them to understand how their child learns and develops through play. They receive extensive support in extending their child's learning at home, for example through practical play experiences, and parents are fully involved in the planning for their child, which helps to ensure this is centred around individual interests. They work together with practitioners to assess their child's ongoing achievements and progress and agree next steps for development. This helps to ensure all children make excellent progress and allows parents to play a full part in their child's learning.

Organisation

The organisation is outstanding.

The setting meets the needs of the range of children attending. The well qualified staff team use their knowledge exceptionally well to ensure that children make excellent progress in all areas. Practitioners demonstrate excellent knowledge of the settings policies and procedures and implement these most effectively to ensure that children are kept safe and well.

There is a very strong emphasis on training and development for staff and this ensures that children benefit from practitioners who are confident and up to date in their knowledge. For example, staff have completed training in using the Birth to three matters framework to monitor the progress of younger children. They have wholeheartedly embraced this and their implementation of the framework is excellent. There is an ethos of reflective practice throughout the setting with staff making excellent evaluations of what they do in order that children continue to flourish. Children benefit from good staff ratios which ensures that they are consistently well supported.

The leadership and management of nursery education is outstanding. The proprietor and the manager, along with the nursery education manager, are passionate about early years education and have developed a skilled, enthusiastic and dynamic staff team. Staff show strong commitment to children's achievement and development,

which is demonstrated by the children's enthusiasm for, and involvement in, their learning. Processes for monitoring and evaluating children's progress are excellent and ensure that children consistently receive high quality care and that nursery education meets each child's individual needs. For example, staff meet regularly to assess planned activities and review their suitability in terms of enabling individual children to progress. There is excellent recognition of individual staff skills within the team and staff, resulting in confident staff who are proactive in ensuring an inclusive environment where every child matters.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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