

# Kiddi Caru Nursery

Inspection report for early years provision

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**Inspection date** 24/11/2009  
**Inspector** Sylvia Crawford

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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 Nursery at Caldecotte Lake is one in a chain of nurseries run by The Childcare Corporation plc. It registered in 2009 and operates from a two storey purpose built property that has six children's rooms and associated facilities. Children have access to two enclosed outdoor play areas. The nursery is situated in Caldecotte, Milton Keynes, Buckinghamshire and children attend from a wide geographical area. The nursery is open each weekday from 7:30am to 6:30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. The registration permits 89 children in total and they currently have 33 children on roll. The nursery are able to care for children with special needs and children with English as an additional language. There are 14 staff including a cook. The majority of staff hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff team are committed to meeting the individual needs of each child. They take time to build strong relationships with children in their care to ensure they all feel included and secure. Staff plan a wide range of activities and experiences that are based on children's interests and their stage of development. Children are safeguarded appropriately. They benefit from the two-way communication system developing between staff and parents, which supports continuity of care. The nursery manager and her staff work very well as a team and are keen to further improve the quality of children's care and learning. They regularly assess their practice, using effective systems of self-evaluation to promote continuous improvement.

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

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

- develop the observation and assessment process further to identify and record children's starting points
- establish further systems for sharing information on children's learning and development with parents and carers
- continue to develop a procedure for working in partnership with other settings

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

Children are well protected because staff have a good understanding of their role in child protection. They have all completed appropriate training and know the

procedure to follow if they have concerns about a child in their care. There is a safeguarding policy that is shared with parents so they understand the role and responsibility of the nursery with regard to child protection. Staff have rigorous systems in place to ensure children are safe in their care. They have a secure entry system that protects children from unvetted adults and clear recruitment procedures are in use to ensure the suitability of those looking after children. Staff maintain daily checks to promote children's safety, allowing them the freedom to move around in a secure environment. Clear and detailed risk assessments reduce potential hazards and dangers for all areas including the garden. The nursery has a well planned evacuation procedure in place and this is practised regularly with the children so they know what to do in an emergency.

Staff gain as much information from parents as they can so they can meet children's individual needs and ensure they are being fully included in all aspects of the setting. All children are individually welcomed and staff skilfully help new children to settle in, using effective strategies to increase their feelings of security and confidence while getting to know staff and their peers. Staff are able to access appropriate support from outside agencies to help children with special educational needs and/or disabilities. Children are encouraged to develop their independence and make decisions about their play. They have free access to a wide range of good quality toys, resources and equipment; including a range to enable children to understand and respect diversity and differences. The nursery is taking appropriate steps to ensure resources and the environment are sustainable.

Children's care benefits from good quality written policies and procedures, which are regularly reviewed and shared with parents. Records for individual children are suitably maintained and written permissions from parents are obtained routinely at registration. Attendance is recorded accurately and information regarding children's accidents is shared with parents and they countersign all entries. Parents are very supportive of the nursery and are happy with the care and learning their children receive. The nursery is beginning to develop their systems for sharing information with parents about their child's learning. However, some parents are not clear they can freely access the development books and the records of observations. The nursery is also beginning to liaise with other providers who are involved in the children's development to support their continuity of care. The nursery has only been open for three months but it is already well established and well thought of by parents and children alike. There is a strong indication of a team who work very well together to support the improvement of outcomes for children in their care. They assess their practice and address areas for development through a clear and effective system of self-evaluation to promote continuous improvement.

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

Children are comfortable and able to relax in their surroundings, developing their confidence and self-esteem through the staff's very good interaction and support. Staff provide a good range of planned activities to meet the natural interests of children, consequently, they are making good progress towards the early learning goals. All children's rooms are light and airy with lots of bright displays, posters

and decorations. Children's art work is displayed in all areas and consequently children feel their work is valued and this promotes their self-esteem.

Children freely choose to play with a wide selection of resources to develop their individual physical skills such as water play, sand play, puzzles, drawing and chalking. Small world toys, construction resources and role play equipment enable children's developing imaginations. These are all deployed well by staff to enhance the children's learning. Staff offer high levels of interaction with the children, extending their language and vocabulary at all opportunities. They support children to develop a good understanding of the wider world and therefore they are well equipped with the skills they need in order to secure future learning. Children learn to problem solve through the use of games where they use direction buttons on a car to drive it along. Younger children are given the opportunity to enjoy messy play and to explore and investigate safely.

Children are making progress in their learning and development and receive positive praise for their efforts and achievements. Staff implement the Early Years Foundation Stage (EYFS) framework effectively, making observations and assessment on children's progress; however, the current system does not clearly identify and record children's starting points. Records and observations show children are making good progress across the areas of learning. They use a wide variety of activities, with daily opportunities for outside play where children again enjoy exciting resources. Staff are on hand to support them as they play or join in with activities, forming positive relationships with both adults and their peers. Children have their own planting area outside where they can experience the growing cycle.

Children are aware of basic hygiene routines. They use the bathroom and tissues independently, with reminders to wash their hands before snacks and meals to avoid cross infection. Babies and young children have their hands and faces wiped with individual flannels before and after food. Parents are consulted about their child's dietary or religious food requirements to ensure they receive the appropriate meals. The nursery has a rigorous system in place to ensure the dietary needs of children are met. Children benefit from healthy choices in their meals and snacks, pouring their own drinks of milk or water under supervision. Snacks include slices of fruit, such as pears or apples, and freshly cooked main meals served with vegetables. Food and drink is consumed socially as children and staff sit together and chat about their lives and families. Staff promote good behaviour through lots of praise and encouragement. They help children learn to share and respect one another.

## 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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