

Caring Kindergartens

Inspection report for early years provision

Unique reference number 220176
Inspection date 20/10/2009
Inspector Sarah Measures

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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Caring Kindergartens Nursery in Wellingborough is one of five nurseries run by Caring Kindergartens Ltd. It opened in 2000 and operates from a converted house on Hardwick Road, a short distance from the town centre. A maximum of 120 children may attend the nursery at any one time on the Early Years Register. The nursery is open each weekday from 7.30 am to 6.00 pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area. There is disabled access to the ground floor of the premises, although the pre-school facilities are located on the first floor which is accessed by stairs. Children attend the nursery from the town and surrounding area. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 15 members of staff, including the cook. Of these, 13 hold appropriate Level 3 early years qualifications. The nursery is accredited through the Pre-school Learning Alliance 'Aiming For Quality' accreditation scheme. The nursery has support from the local authority and has links with other early years providers and schools in the area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a very good understanding of how to use the Early Years Foundation Stage in order to plan for individual children's progress towards the early learning goals. Overall, effective policies and procedures promote the welfare of the children, although improvements are identified in some areas. The capacity for the group to continually improve is strong because of the way the setting is led and managed. Managers act as supportive and encouraging role-models to staff who are well-motivated as a result. This helps to promote a positive learning environment for the children.

What steps need to be taken to improve provision further?

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

- make sure that suitable induction training is provided for all staff
- develop further children's environment so that they are able to learn from the earliest age to value diversity in others
- develop further the opportunities for children to be independent and develop confidence in their own abilities, for example at snack and meals times
- develop further the two-way flow of information with other providers that deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because of well-organised operational policies and procedures. Thorough recruitment and vetting systems make sure staff are suitable to work with the children. Information as to how to make a complaint is readily available to parents in order to offer a safe and transparent service for parents and children. Staff make up a well-qualified team overall, supporting and encouraging the children. However, relief staff are not appropriately inducted into the setting in order to ensure they are familiar with relevant policies and procedures. The designated person responsible for child protection has recently updated her training in order to ensure children are protected by her up-to-date knowledge. Thorough systems are in place to ensure children are safely collected by appropriately identified persons.

Managers communicate clear aims for the nursery and are committed to sustaining a high quality provision for the children. Various methods of evaluation, monitoring and self-reflection help managers to identify strengths and weaknesses and plan for improvement. Systems to monitor progress across the development areas enable staff to plan to ensure children receive a comprehensive and balanced educational programme. Overall, the nursery is very well organised to meet the needs of the children and to make them feel welcome. However, less toys and resources that represent diversity are included in the areas used by the younger children in the nursery. Staff are well-deployed in order to supervise the children and ensure their safety and well-being.

Staff work very closely with parents and know children well as a result. Staff make particularly good effort to respect and include children's home interests and routines within the nursery and children develop a good sense of belonging as a result. Staff communicate with other settings that care for children and also deliver the Early Years Foundation Stage. This ensures they are aware of activities children are involved in out of the nursery which helps staff to support children. However there is currently no system to share children's progress and planned 'next steps' of learning in order for all those involved in their care and education to work together and plan cohesively to fully support the children. Appropriate policies are in place to promote an inclusive provision for children and good support is available for children who have special educational needs and/or disabilities.

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

Children in all areas of the nursery are relaxed and at home. Children have good relationships with the staff who value them highly as individuals. Babies have very good space to explore in a safe and stimulating environment. They clearly feel safe and secure as they approach staff readily for cuddles and comfort. Staff respond to them warmly, encouraging their attempts at communication. Children are well-mannered and learn to be considerate because of staff's courteous and respectful

role-modelling. Children learn to communicate with confidence and express themselves in different ways. They engage in different imaginative play situations that help them to negotiate and make sense of everyday situations. They have fun and develop confidence as they enjoy action songs and move to music. Staff are trained to use sign language and this is very effectively incorporated into nursery routines. As a result, older children sign familiar words with confidence. This is an excellent method of encouraging children's skills in communication and helps them to learn to value those that are different from themselves.

Children stay healthy because they enjoy a varied range of play activities out of doors. Children use equipment to challenge their physical abilities as they move up the nursery and develop confidence in their skills and strength. Children benefit from very healthy and nutritious meals and snacks carefully planned for them by staff. Safe and secure procedures ensure children's dietary needs are met.

Children across the nursery choose freely from a very good range of good quality toys and equipment. Their ability to enjoy and achieve is promoted by staff's very careful planning to meet their individual learning needs. However, children's independence and ability to learn to care for themselves is not promoted at meal and snack times because they are not encouraged to pour their own drinks or to help to clear away after themselves. Children make good progress because staff work cooperatively with parents and because staff have the confidence to be flexible with their planning of activities in order to take into account the choices and interests of the children at the time. Children develop as individuals because staff carry out ongoing and knowledgeable observations that they use to assess the children and plan for the next steps in their learning. Observations and assessments are professionally presented and shared with parents who can see how their children are learning and support their children at home. The thorough systems of observing and assessing the children also help staff to identify any special educational needs so that children can be supported at an early stage.

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	3
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	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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