

Kiddi Caru Nursery

Inspection report for early years provision

Unique reference number	EY342353
Inspection date	26/04/2010
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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 is a purpose built nursery that is owned and managed by The Childcare Corporation 7 PLC. It is one of a chain of child care provisions across central and southern England. It is located in Whiteley, Hampshire, near a motorway junction on the edge of a large residential area and business park. The nursery includes eight play rooms and all children share access to a secure, enclosed outdoor area. The building is fully accessible with a toilet for disabled people and a lift to the first floor. The nursery is open each weekday from 7.00am to 6.30pm for 51 weeks a year.

The nursery is registered on the Early Years Register. A maximum of 128 children may attend the nursery and of these not more than 48 may be under two years at any one time. The nursery currently has 192 children on roll aged from birth to under five years, some in part-time places.

The nursery employs 34 members of staff and most are appropriately qualified in childcare. The manager and senior nursery nurse have achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are busy and well occupied with a free choice of a wide range of activities and toys. Staff keep children safe through effective systems for food distribution and ensure their individual needs are met. Equality and diversity is effectively promoted by acknowledging festivals, signs, toys and pictures around the nursery. The management and staff team strive for continuous development and improvement through effective self-evaluation. Training is valued and many staff continue their development through internal and external training courses.

What steps need to be taken to improve provision further?

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

- develop further the observations and record keeping to enable accurate assessment of children's learning to improve outcomes for children
- develop key person system to ensure another person is available within the team so there is a familiar and trusted person who knows the child well
- ensure all staff understand the learning intention of the focus activities and that the appropriate children are involved to ensure ongoing progress is made and recorded.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as a safeguarding policy is in place and is shared with parents. The staff are well aware of the procedures to follow if they have any concerns as they are all trained in safeguarding issues. Risk assessments are completed and check lists are used to further ensure the health and safety of the children. Security is a strength as the nursery has a finger print door entry system to the external door and a video intercom unit that connects parents directly to the playroom. The rear garden is secured by a high fence and the gate is fully bolted. The external fire door to the side of the building is alarmed and controlled in the main office. All required documentation is in place for the efficient running of the nursery and registers clearly state the times of children's arrival and departure. Partnership with parents is good. Staff keep good, clear records of babies and toddlers routines and share these with parents through the daily diaries. Parents of two-year-olds children receive daily documented feedback and parents of pre-school children have verbal feedback from key carers. Regular newsletters are produced to keep parents up to date about the nursery. They are also invited to parents evenings twice a year to discuss their child's development. Parents say that they feel involved with their child's development and that they talk to their child's key carer daily. A parent committee has been formed to encourage further communication, socialising and fundraising. Parents receive copies of the policies when their children first start at the nursery and they are made aware of how to make complaints. They are also invited to take part in annual feedback surveys to ensure their views are known.

The nursery builds effective partnerships with other settings and professionals through attending local cluster groups and liaising with the nearby school. The manager is working with other local providers to ensure children who attend more than one early years provision are appropriately supported. Staff also work with therapists and local authority advisors to support children with special educational needs and/or disabilities. The well planned and appointed building provides light and airy accommodation for the nursery. Toilets, nappy changing areas and low level sinks are arranged close to every home room. Children access toilets independently. A wide variety of resources appropriate to the age and stage of the children present are available throughout the nursery. Most toys are displayed on low racks and shelves in the play rooms where children can help themselves and make choices. Children with disabilities are able to access the whole of the nursery as there is a lift available. Wide corridors and doors enable wheelchair access. Staff use a good range of positive images and resources within activities for all children, including babies and toddlers, to enable children to learn about differences and respect for others. Children with English as an additional language are supported as staff find out about key words to help them feel settled and enable them to request a drink or to use the toilet. Many signs around the nursery show different languages from around the world. A special educational needs co-ordinator is in place and she works with therapists and other agencies to support the children as necessary.

The management and staff work together on the self-evaluation of the nursery.

Through self-evaluation the management team have prioritised areas for development and these already include the points raised during inspection. The management carry out regular observations within the play-rooms and also assess current practice. They take into account everyone's role as the staff are instrumental in gauging where the strengths and weaknesses are, and implementing further developments. Staff also take part in a process of peer review. Continuous development is a priority within the nursery. Staff have a professional approach to childcare and are committed to developing their knowledge through ongoing training and further studies. The staff team are ambitious and enthusiastic and are encouraged by the management to help the nursery go from strength to strength.

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

Children are encouraged to join in a wide range of interesting and well planned activities. For example several children enjoy foot painting to music in the two-year-olds room. Plans are displayed for parents to view and include daily focussed activities. Staff are aware of the extension activities for more able children and support ideas for those who require them. Focussed activities target specific children to aid their development. However, some staff are not aware of the learning intentions of these focused activities or which children should be encouraged to complete them. The key carer may not always be present to ensure the activities are completed. In the baby rooms the key carer system is not sufficiently developed to enable all children to be supported at times by a member of staff who is a trusted person who the child knows well. This is because staff move around the nursery depending on which staff are available on a particular day. Key carers know children well, and are aware of individual needs of children. They talk to and listen to children. However, records of observation and assessments of learning are not always up to date, so activities do not stretch children and help them develop as much as possible. Senior staff are aware of these weakness and are already putting in place strategies to improve outcomes for children.

Staff fit activities and outings into a schedule so that the needs of younger children are very well met. For example, children who cannot stay awake for lunch are able to sleep when they want and eat later. Staff are affectionate towards the children providing support and cuddles when needed.

They enjoy the children's company and interact well. Many question children appropriately about what they like doing and how they feel. Staff encourage babies to crawl or pull up against the furniture, offering support if needed. They provide toddlers with pens, paper, chinks, and paint for mark making and again support them in their efforts to use these materials. Throughout the nursery there is a good balance of adult-led and child initiated activities and the children enjoy the support from staff who join in their play. The learning environment provides children with good choice of activities and children move around confidently. Children's work is displayed on the walls making it a colourful and interesting environment. In the pre-school room staff sit on the floor with children and talk about their activities with the building blocks. They discuss the shapes and children

name the circles, cylinders, rectangles and triangles, showing their knowledge of problem solving, reasoning and numeracy. Staff ensure that children understand numbers are meaningful by asking them to collect sufficient cups, knives and forks for their table before lunch. Children carefully count the number of children around the table and then count out the equipment required for everyone. Children's learning in all areas is enhanced through acting out the songs during a large group activity. Children pretend to be frogs sitting on a log and jump into the pond in turn. They join in counting the number of frogs remaining and all join in the words while singing together. All age groups make good use of the outside play area. Children skilfully balance on the beams and walk along the stepping stones. Others move around on the sit and ride toys enjoying the exercise and fresh air. Younger children hide in small tents and staff play peek-a-boo with them. Staff ensure emergency medication is available nearby when children play outside.

Children understand and adopt healthy habits and employ sound hygiene routines. Children are familiar with hand washing routines and know this removes germs. They use tissues to wipe their own noses and wash their hands afterwards. They also wash their hands after using the toilet and before having food. A low level sink is available in each playroom with soap and paper hand drying towels nearby. Staff protect children from cross infection by wearing gloves when changing nappies or emptying potties. Anti-bacterial cleaner and disposable paper towels are used to wipe all surfaces. Tables are carefully cleaned before snack and meal times. Nutritious and healthy food is provided throughout the day. The nursery benefits from having a qualified and experienced cook who prepare all meals daily, using menus devised by a nutritionist to provide the children with a balanced diet. Staff are very aware of children's individual dietary requirements and preferences and employ a well thought out, traffic light coded system to protect them from cross contamination.

Older children create their own rules for the playroom, thinking about what makes them feel safe and secure, ensuring all their friends are able to enjoy the opportunities on offer. The children are encouraged to talk about their safety with practitioners, including using equipment safely and knowing their rights in protecting themselves. Children are also encouraged to think things through, recognising the danger of any given situation. The older children are also aware of the measures put in place for their safety, for example the traffic light coded system for food allergies.

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	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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