

Kiddi Caru Nursery

Inspection report for early years provision

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Inspector Loraine Wardlaw

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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 one of 20 nurseries owned by The Childcare Corporation. It opened in 2005 and operates from a purpose built building in Basingstoke, Hampshire. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register for a maximum of 121 children at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 193 children aged under five years on roll. A number of these children receive funding for nursery education. Children come from a wide geographical area. The nursery employs 34 staff to work directly with the children. Thirty one staff hold early years qualifications to level three and four. The nursery receives support from within the company and from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed into a very secure and inviting environment where, overall, the adults caring for them meet their welfare and learning needs with success. There is a clear commitment by practitioners and management to ensure the settings good policies and procedures are consistently put into practice by all the staff. A vast majority of the children benefit from a rich and stimulating learning environment set up to enable them to make good progress towards the early learning goals. A key strength of the nursery is the stringent safeguarding systems that are in place. A strong partnership with parents and outside agencies ensures that all children are included and their individual needs are met effectively. The nursery are continually evaluating their practices and has systems in place to monitor the care and learning that takes place in each of the rooms. Action plans are put into place by management to ensure the nursery consistently builds on and maintains the good practice that takes place.

What steps need to be taken to improve provision further?

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

- develop further a rich and varied environment in the tulip and daffodil rooms with particular emphasis on expanding opportunities for knowledge and understanding of the world
- develop further the quality of the adult-led, focus activities in the tulip room with particular emphasis on challenge and personalised learning
- develop further the role of the inclusion officer to ensure that all staff are fully confident in liaising with parents from diverse cultural and linguistic backgrounds.

The effectiveness of leadership and management of the early years provision

The nursery is well managed and efficiently organised. Excellent safeguarding procedures are in place to protect children. All practitioners hold a clear Criminal Records Bureau check before they commence work at the nursery. They have undertaken child protection training and have a very good understanding of their role and responsibility with regards to reporting any concerns. Rigorous daily procedures are in place to ensure children with specific medical needs are met which includes a designated nursery nurse for those children with allergies and coloured place mats during meal times. Robust recruitment and vetting procedures ensure that all adults who work with children are qualified in early years and are suitable to care for children. The nursery's comprehensive risk assessments are completed regularly and audited by an external health and safety company; the results are very positive. An effective induction programme is in place, which ensures that casual staff quickly become familiar with the policies and procedures of the nursery. The key person system, overall, works well which enables young children to make a genuine bond with their key adult.

The large nursery is organised into eight, age group rooms which take the names of flowers. All rooms, apart from the tulip and daffodil rooms, are organised and presented in an effective way which are enabling and stimulating to children. They offer good challenge with a wealth of learn through play opportunities. The snowdrop and daisy rooms are particularly rich and varied rooms with staff setting up an enticing sensory area with objects hanging to promote creativity, language and a discovery area with seeds growing, fish and stick insects to observe. Vibrant, colourful and child-led, creative friezes adorn the walls in most of the rooms. They are at child height and depict much of the children's art work which include children's favourite stories such as 'Aliens in underpants' and 'Rainbow fish' in the sunflower and poppy rooms. All age groups have good opportunities to access the outdoor area for physical play by an effective free flow system operating in the rooms. Good systems are in place to monitor practice in each of the rooms with management going in regularly to point out the things the staff do well and areas for development. Parents are requested to complete a feedback questionnaire, which is analysed by top management. An Ofsted online self-evaluation form has been completed which all staff in all of the rooms have contributed to. These continuous evaluation systems inform the setting's action plans for future improvement and, overall, are accurate. For example, the setting have identified the need to improve the outside area to include more physical challenge for the older more able child, amongst other improvements.

A strong emphasis is placed on developing successful partnerships with parents. The parent and key person shares information about the child's needs and preferences at the commencement of a place, which means the practitioners, can quickly get to know the children. An ongoing dialogue occurs daily, verbally and for the younger age groups through an additional blue book which means parents are fully informed of their child's day or session. Parents are provided with a good amount of information regarding procedures that underpin the settings practice. Notice boards outside each room are up-to-date with lots of information for

parents. Annual parents' evenings ensure that children's learning records are shared with parents, which they are able to contribute to. The setting has a designated inclusion officer but her role does not fully enable staff to develop their confidence when liaising with parents for whom English is an additional language. The inclusion officer provides staff with a monthly list of celebrations and religious festivals around the world, will initiate a translator when required and will research specific cultures and religions for key staff who are caring for children from diverse backgrounds.

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

Across all age groups babies and children are happy and make good developmental progress. They enjoy the child-centred environment, where the emphasis is on child-initiated activities in motivating surroundings, coupled with adult-led activities which are informed by observational assessment. Most rooms have areas which offer colourful, age-appropriate toy resources and play areas attractively laid out for the children which inspire them to explore and learn. Although staff plan and promote all areas of learning across all age groups, the environment in the tulip and daffodil room is not set up as effectively as the other rooms; in particular there is less emphasis on promoting knowledge and understanding of the world. Three to four-years-olds in the sunflower and poppy rooms are making very good progress in several areas of learning and illustrate good attitudes to learning. They talk with enthusiasm and confidence about their 'growing projects'. For example, children talk about all the different seeds they have planted which are on the window sill using mathematical language well to describe the different height and are keen and eager to show off their caterpillars that they have grown. They are fully aware of the life cycle of the caterpillar, using new and correct vocabulary such as 'cocoon'. Practitioners relate to children well, building on their knowledge and skills as they interact with them. For example, they are encouraged to count how many children are playing in the sand and when they realise there is one too many, one child chooses another activity. Practitioners involve themselves in the play, asking open ended questions in the role-play house to encourage thinking skills. Children demonstrate their good skill and knowledge on the computer in the poppy room, with effective support from the practitioner. Walls and mobiles hanging from the ceiling show the children's very good creative and art work.

Practitioners in the two to three-year-old rooms interact with children positively and with interest. For example, in daffodil room at the social snack time children are encouraged to recall what they did in the garden and to talk about what they can see out the window. Some show a keen interest in books despite the book corner not being as attractive and inviting as the other rooms. In tulip room children explore the sand and work creatively during a focused, adult-led activity, making collage sheep from crepe paper. However, the practitioners do not plan the activity well as there are no resources to show children what sheep look like and to encourage communication and thinking skills alongside their creativity. Although all focused activities are supposed to link to children's personal learning objectives, there are occasions when practitioners in this room are unsure who the activity is

most appropriate for. In all rooms children are able to make choices about their play whether it is indoors or outdoors, which effectively promotes their independence and social skills. All children's developmental achievements are recorded in a nursery designed record book with monthly learning objectives identified for all children and implemented through focused, adult-led activities.

One to two-year-old children in the buttercup and snowdrop rooms benefit from staff that interact well with them. They get down on the floor and purposefully talk to them about what they are doing which builds on their learning. For example, they engage in symbolic play in the home corner selecting resources to make tea and toast when requested by an adult and play peek-a-boo in the colourful pop up tents. They are encouraged to complete inset puzzles and laugh and have fun with their key person as they sit together cosily to look at a favourite book. Children in daisy room are curious learners. They look with interest at the fish swimming, the hiding stick insects and cress seeds growing. Children demonstrate increasing confidence as they go about their self-chosen play in the well set up role-play area, during a mark making activity and manipulating play dough. Babies are well settled and happy in the colourful and inviting environment. They beam big smiles at the adults as they sit exploring the treasure basket picking up objects such as an orange transparent butterfly to look through. Another vocalizes contentedly as they explore the colourful stretchy rings on their arms and feet. Practitioners know their key children well and operate a good key person system which fully benefits the babies they care for. They are very in tune with the babies needs and stick to their individual care routines as much as possible. For example, whilst a practitioner feeds her key child dinner she sees another of her key children vocalising unhappily on a baby mat. She then swiftly picks them up for a cuddle and sits them on her knee while she feeds the other baby talking to both of them in turn, building on their communication skills. Practitioners regularly check on sleeping babies and adhere to the medication procedures well.

Older children develop harmonious relationships with others, through negotiation, taking turns and cooperation. Throughout the nursery children demonstrate good behaviour which is re-enforced by positive praise from the practitioners. They are developing a keen awareness of the world in which they live; staff encourage parents to share their family traditions and culture with the children such as Asian cooking and the bringing in of traditional costumes for the children to use. Children learn to keep safe by gentle reminders from the practitioners and from routines such as completing a fire evacuation procedure. They are developing a good awareness of healthy lifestyles as they spend a good amount of time in the fresh air and learn effective hygiene procedures, such as washing their hands before eating. Two-year-old children are encouraged to blow their noses using a tissue, dispose of it independently in a lidded bin and wash their hands. Practitioners operate a hygienic nappy changing routine to minimise cross infection and notices are put up around the nursery to inform parents of an outbreak of a childhood illness. Children enjoy the food that is on offer at the nursery which is a well-balanced diet of all the main food groups. Several, weekly, rotational menus are in place which means children get a good and varied choice of foods to eat. A very good weaning system is in place which meets babies individual feeding needs very well.

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	1
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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