

Kiddi-Creche Private Day Nursery

Inspection report for early years provision

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Inspector	Ingrid Szczerban
Setting address	51 Cottingley New Road, Cottingley, Bingley, West Yorkshire, BD16 1TZ
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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-Creche Private Day Nurseries Limited was registered in 1993 and is run by a private company. It operates from a single storey building in the Cottingley area of Bingley, in West Yorkshire. The children are accommodated in four play areas according to their ages and all have access to an enclosed outdoor play area. The nursery serves families of diverse social and economic backgrounds who live in the surrounding area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

A maximum of 37 children may attend the nursery at any one time. There are currently 75 children on roll, of these, 18 children receive funding for early education. The setting currently supports children who speak English as an additional language and children with special educational needs. This provision is registered by Ofsted on the Early Years Register.

There are six part-time and eight full-time members of staff who work with the children. The majority hold relevant childcare qualifications. Of these, one is qualified at level 5, two at level 4, and four are currently working towards a degree. The nursery receives support from the local authority and they are members of the National Private Day Nurseries Association. The nursery takes part in quality assurance schemes.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This setting is highly effective. Exceptionally robust systems are in place to promote the welfare needs of children. Superb attention is given to meeting the learning and development needs of children overall. Children take part in a very wide range of activities and make excellent progress in all areas of learning. Inclusive practice is promoted very well indeed and children are highly valued and respected as individuals. Relationships with parents and carers are outstanding and links with external agencies are exemplary. The provider assesses the setting extremely well and accurately identifies many areas for improvement. An exceptional capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the written information that is requested from parents regarding their child's learning priorities before they start.

The effectiveness of leadership and management of the early years provision

The staff demonstrate an exceptional understanding of their role with regard to safeguarding children. For example, they are trained in child protection, have excellent knowledge of what to do if concerned about a child and all staff are suitably vetted. All visitors to the nursery are recorded and contact telephone numbers for them are obtained. Comprehensive risk assessments for the premises are robust and minimise risks to children both inside, outdoors and on all specific types of outings. The three outdoor play areas, on different levels, are exceptionally safe for children. Impact-absorbing surfaces are laid on two of them and the third is grassed. Fencing and gates secure each area, and canopies, both man-made and natural, afford children protection from strong sunshine as they play.

Systems in place to keep children healthy are excellent; the rooms are clean and well maintained, children use separate towels to prevent the risk of any cross-infections. The hand washing routine is displayed in pictures in the bathrooms and the message is reinforced by singing the hand-washing song. Staff liberally apply high protection factor cream to children's skin and ensure that hats are worn to protect the children from the harmful effects of the sun. The children learn this important message very well because the staff explain to them why the procedure is necessary.

All staff are suitably qualified and hold current first aid certificates. They are very well deployed in the rooms and outside, to support the development and welfare needs of children most effectively. Children can safely reach all toys which are stored at their height. So children are extremely autonomous and confident in their decision-making. Meticulous documentation to support children's welfare is kept, such as written parental consents, accident and medication records, the individual routines of babies, individual educational plans and dietary requirements.

Highly effective systems are in place to evaluate the service offered. Numerous and continuous improvements are made and planned. For instance, the setting now have a large part of the outdoor play area under cover so children benefit from playing in the fresh air all year round. They have also engaged a gardener to develop the staff's and the children's understanding of planting and growing. Communication with other settings delivering the Early Years Foundation Stage are greatly improved to complement children's learning between settings. The nursery now have formal systems in place to track and monitor the impact of any changes which are made, to ensure that children derive the optimum benefit from them. The recommendations following the last inspection have been fully addressed. As a result, the welfare of children and the reflective practice of the setting, are improved. The Ofsted self-evaluation form is completed exceptionally well with the staff and parents being involved. Quality assurance schemes are followed, such as the Infant and toddlers, and the Early Childhood Environment Rating Scale programme to improve the environment for children. Staff meet and evaluate all aspects of practice regularly and ongoing training is actively encouraged. Excellent account is taken of the views and suggestions made by parents. For example, they said that they would like to see more seasonal produce included in the menu, so

the provider now sources all fruit and vegetables from a local grower.

A highly accessible environment ensures inclusion for all; even very young children make choices through the well-considered use of space and resources. The environment reflects users of the provision and a range of people in the wider world through positive images of diversity reflected in toys and displays. This helps all children feel welcome. The personal dietary needs of children are catered for well. Exemplary support is given to children who use English as an additional language and those with special educational needs. For instance, the staff use a list of relevant words in the child's home language to help settle-in new children. Sign language is used together with the spoken word, at story time, so that all children learn effective and diverse communication skills. In addition, labelled pictures of the daily routines are used for certain children to provide the stability and order that they require. Numerous attractive displays of individual children's art work are set at child-height, so they feel valued, included and develop high self-esteem.

Partnerships with parents are outstanding. They are invited to complete questionnaires about the setting bi-annually and a suggestion box is always available. A swap-shop has been set up to exchange clothes and equipment between parents, at their instigation. There are exemplary systems in place to promote effective communication between staff and parents in order to extend children's learning between the settings. Each term a topic sheet is given to parents with advice on extending learning at home and activity bags are taken home. Parents evenings are held and summaries, which include the parents comments, are shared with them every four months. Staff have daily discussions with parents and the plans of activities are displayed for them. Parents are involved in the nurseries activities in line with current themes. For example, for the world cup tournament, a parent recently did some football coaching which delighted the children and a match between the children from both nurseries owned by the provider, is arranged for next week. Parents spoken with on the day of inspection expressed their total satisfaction with the service provided.

Links with external agencies to promote the best possible learning for children across all settings where children attend, are exemplary. The nursery work effectively with advisory teachers, educational psychologists, occupational health workers, and the 'snap-shot' summaries of the children's learning are shared with other settings delivering the Early Years Foundation Stage. Arrangements have been made for two teachers to visit the nursery from local schools where some of the children will attend.

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

Children make excellent progress in their learning and development overall. Very good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. Important information is obtained from parents and is used to follow home routines and make children's transition

between home and nursery, as seamless as possible. The children's care and welfare needs are all recorded prior to admission. Their levels of ability before they start are discussed with parents, but are not recorded in detail. Baseline assessments of children's individual learning are made approximately six weeks after they begin. There is a good balance of child-initiated and adult-led activities in the nursery. Staff support children very well as they play. For instance, when children stack up the large blocks in the soft-play area, staff give them the blocks one at a time and count with them in the process. The member of staff who is the graduate leader, works with staff to provide a little more continuity in activities. So children have more time to consolidate their learning.

Children have an exceptional understanding about personal safety for themselves and others, and how to remain safe as they play. For instance, outside, as they secure the gate behind them, older children tell the toddlers they may not go up the steps to the next level. The tweenies tell their peers not to throw balls indoors, and staff reinforce this understanding by explaining that they may hurt someone. Babies feel safe in their warm and trusting relationships with staff, because their individual routines are followed. They are happy and very confident to explore their environment.

Superior emphasis is put on children developing active life-styles, and receiving fresh air. Many features of continuous provision, such as mark-making, sand and water play, construction, musical instruments, shape sorting games and books, are available outdoors, which promotes the inclusion of children who respond more positively in an outdoor environment. The children can climb, balance, ride an assortment of wheeled toys, kick, throw and roll balls, with high-levels of control. Only healthy, balanced and nutritious food is given to children, and they eat with good appetites. They learn about where food comes from as they grow their own lettuce and herbs. Children know about the benefits of eating healthy foods. For example, they say "drinking milk and eating vegetables makes you big and strong".

Children learn about problem solving in everyday activities. They work with their friends to construct a balancing platform using crates and a plank of wood. They show a good grasp of numbers and calculation. For instance, they help to set tables at lunch time and are asked by adults how many children are there, therefore how many chairs and place mats do we need? At circle time many children can confidently count to ten and some to twenty. One child enthusiastically proclaimed that, in his house, the England football team had scored ten goals to nil in their match!

Children are effective communicators. They use simple sounds, gestures, and both short and more complex sentences to convey their meaning. Children are animated and eager to join in during singing and story times. Children learn the sounds of letters because staff teach them phonics. They can recognise their own names, and some also know the names of their friends. Children are extremely well-behaved and polite. They respond magnificently to their roles as daily monitors. They take huge pride in wearing badges which denote the area they are responsible for tidying up. Once finished, they generously go to other areas in the room to help their friends. Babies, tweenies and toddlers are all advanced in their

social skills. They sit at the table to eat very well indeed and learn to feed themselves. Children's creativity is valued. They engage in a myriad of different art and craft activities, and staff praise and encourage the direction they wish to take. For instance, when painting with brushes, children explore daubing the paint onto their hands as well as on the paper, and staff invite them to paint their hands too!

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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