



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY229919

DfES Number: 542328

### INSPECTION DETAILS

Inspection Date 27/10/2004  
Inspector Name Chris Gregson

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Kiddi Caru Nursery  
Setting Address Hythe Quay  
Colchester  
Essex  
CO2 8JB

### REGISTERED PROVIDER DETAILS

Name The Childcare Corporation 4 Plc 04125844

### ORGANISATION DETAILS

Name The Childcare Corporation 4 Plc  
Address The Childcare Corporation  
Worthy House, 14 Winchester Road  
Basingstoke  
Hampshire  
RG21 8UQ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Kiddi Caru Nursery opened in 2002 and is part of The Childcare Corporation. It operates from seven rooms in a purpose built centre in Colchester. The nursery serves the local area.

There are currently 87 children from 0 to under 5 on roll. This includes 20 funded three-year-olds and 5 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and some who speak English as an additional language.

The group opens five days a week all year round excluding bank holidays and one week at Christmas. Sessions are from 07:30 until 18:30.

There are 18 staff who work with the children. Over half the staff have recognised early years qualifications at NVQ level 2 or 3. There is one staff member currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Kiddi Caru Nursery provides good care for all children.

Excellent documents form the operational plan to fully inform staff and parents of the high expectations of the directors. These contain policies and procedures and an informative staff handbook. Staff are vetted and have the appropriate qualifications in early years childcare and education. Children are provided with a good range of toys, resources and equipment in all areas of the nursery. Child-sized furniture enables children to play, eat, rest or sleep throughout the day. All rooms have an enclosed outdoor area.

Health and safety is a high priority and excellent procedures ensure staff encourage good hygiene practice with the children, know about first aid, comfort children who

are unsure or feeling unwell and check the rooms for potential hazards. Good procedures ensure staff know and act on information from parents about any health or dietary requirements. Staff settle children when they arrive and are very skilled at providing for individual needs. Systems are in place to give extra help when needed, but the use of specialist aids, such as symbol text is not in place in the pre-school room. Staff know, and parents are informed of, child protection procedures, but the statement needs updating.

Children have a key worker and they observe, record the progress and know the individual child in their care. They plan interesting practical activities to encourage children to choose, explore, be involved and be interested in their play throughout the nursery from the earliest age.

Partnership with parents is good. Parents' questionnaires show that they are very happy with the standard of care for their children and find staff friendly yet professional. Very good information tells parents of the routines and expectations of the nursery. Newsletters and notice boards keep parents updated.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- A variety of documents forms the operational plan for the nursery. These tell staff and parents of the day-to-day procedures of the nursery and are comprehensive and of a very high standard.
- The staff provide a warm, welcoming, friendly environment for all children. Colourful displays, a good range of toys and resources and good quality child-sized furniture enable the child to feel welcome and comfortable during their stay. There is flexibility that allows children to make visits into other rooms ready for their progression to the next room.
- Staff work very well together across the nursery. They are able to move around rooms, providing cover at lunchtimes or at the start or end of the day, when there are fewer children present in the nursery.
- Parents find staff friendly and appreciate the daily diaries in the younger rooms. Through these they are able to share their child's day and are kept informed about what children have eaten, how long and often they sleep and the nappy changes during the time their child is cared for in the nursery.
- An excellent display has been developed in the baby room to show parents how their child learns. Photos, taken in the nursery, illustrate children's learning and development based on Sure Start's 'Birth to three matters'. This display skilfully shows how the very young child settles and enjoys their time in the nursery.
- Staff are very supportive and provide a lot of reassurance to help children settle into the nursery routine. They ensure children have their various comforters if feeling unsure, tired or unwell.

- Children are provided with a range of healthy meals that are prepared and cooked on the premises. The menus ensure there is a healthy and nutritional balanced diet for all children. Good procedures ensure an individual child's dietary requirements are fully met and all staff are aware of these and any allergies so that children are protected and safe. Special meals are prepared individually when needed.

#### **What needs to be improved?**

- child protection policy to reflect changes in the Standards and good practice of staff
- use of specialist aids and equipment when needed, for example, symbol text to assist a child with identified limited communication skills.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
10	Consider using symbol text throughout the nursery to assist children with communication when language is not fully developed.
13	Update the child protection statement clearly stating contact names and telephone numbers of local police and social services department.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Kiddi Caru Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff form very good relationships with the children and have some training in the Foundation Stage. Plans are limited, with no differentiation in the grouping or ages of the children, resulting in a lack of challenge in activities for the older and more able children, leading to some behaviour management problems in this room. The monthly plans are linked to the stepping stones, but the activity plans are difficult to link to these. Outdoor plans are limited to physical development only.

Excellent information is provided to enable staff to understand the expectations of the company with regard to assessment and planning. But, although staff observe and record the child's progress, some records are not fully updated so do not correctly identify the child's next step in their learning. Systems are in place to support children who find learning difficult, but these are not always maximised.

Leadership and management of the nursery are generally good with some very good aspects. The newly appointed manager should bring vision and stability to the nursery. Staff work well together and, under the manager's guidance, with staff meetings, planned appraisals and a training plan, the nursery should improve in this area. Monitoring the overall quality of teaching and nursery education programme is limited.

Partnership with parents is generally good. Excellent information about nursery routines, sharing their child's record of progress informally, and six monthly parents' evenings keep parents updated. The weeks' activities are displayed on the notice board, but they receive limited information about the Foundation Stage and the early learning goals.

### What is being done well?

- All children have a high quality 'Record of development and learning'. These printed books, containing an area for the Foundation Stage, are bound, colour coded, linked to the stepping stones and arranged under the six areas of learning. They are used throughout the child's time at the nursery so staff can build on prior learning. They enable staff to record their observations and complete individual learning objective records to identify and plan for the child's next step.
- Children have very good access to a PC. The computer is set up at child height and enables two children to sit together comfortably. This provides children with very good access to information technology.

- Children have access to a regular weekly programme that supports their physical development through yoga for children and music and movement.

#### **What needs to be improved?**

- opportunities to add and take away in everyday practical activities
- opportunities to hear letter sounds
- plans to show differentiation or adaptation providing challenges for the older and more able children and support for the younger less able child. Grouping of children, resources needed, learning intentions, assessment opportunities and staff deployment are not shown on the short term plans or focused activity
- plans for outdoors to cover the six areas of learning not just physical education
- monitoring the quality of teaching, especially the consistency in completing assessment records, and the nursery education programme to ensure all aspects of learning are fully met
- information for parents about the Foundation Stage, and their involvement in their child's learning and planning for their next step.

#### **What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and concentrate at activities such as a visiting rabbit. They form good relationships with the staff and begin to share and take turns. Some help tidy up and put their shoes and coats on to go outside. Due to the building layout they are always escorted to the toilet area, limiting independence slightly. Children are confident in their classroom and happily show visitors around.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate using actions and words and are encouraged to be polite. They listen when staff read a story and enthusiastically sing rhyming songs. Children see their names written on a card, and staff sound the initial letter before snack time, however, this is limited. Children know how to hold books, but reference books are not used to support topic work. Children begin to write the letters in their name. A writing trolley is available but not freely used by the children.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count and recognise numbers through flash cards and by finding various items around the nursery. They enthusiastically sing number songs. Children know when more cake is needed and staff ask how many bowls are needed at lunchtime. But opportunities to add and take away are limited. Children know about size, compare shapes and measure the height of the sunflowers. Mathematical language is developing.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe and notice growth of the sunflowers they plant. They build and construct using magnetic bricks and gears. They create a Chinese dragon using recycled materials to join materials with glue, but this is limited. They press buttons to operate electronic cash registers and use the PC competently. They talk about past events, where they live and their families.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around inside and outdoors. Planned activities ensure children have opportunities to express feelings and use gross motor movements. Access to the climbing frame is limited by building layout. They are aware of their own space when sitting in the tent and learn about the effects of exercise on their bodies through yoga. They use a range of equipment and competently use hand eye co-ordination as they shape and mould clay models using their hands and small tools.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children learn colours through arts and craft activities, but these are slightly limited. Children have opportunity to hear a good range of music and nursery tapes play during the session. They use their imagination to become book characters or re-enact a hospital visit. Daily topics are planned to give children sensory activities but these tend to be repetitive. Children enjoy feeling jelly or gloop and smelling the peppermint or lemon in the water tray.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- devise a system to show how: activities are extended to provide more challenge; children will get extra help; the areas of learning and stepping stones covered; grouping of children and planning for outdoors in all areas of learning
- devise and implement a system to monitor the quality of teaching and the overall programme for nursery education
- provide parents with information about the Foundation Stage, the early learning goals and the stepping stones. Ensure you share their child's next step with parents.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*