



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 220128

DfES Number: 511802

### INSPECTION DETAILS

Inspection Date 20/10/2003  
Inspector Name Elizabeth Culley

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Caring Kindergartens Ltd (Northampton)  
Setting Address Owl Close  
Moulton Park  
Northampton  
Northamptonshire  
NN3 6HZ

### REGISTERED PROVIDER DETAILS

Name Caring Kindergartens Ltd. 2928135

### ORGANISATION DETAILS

Name Caring Kindergartens Ltd.  
Address The Poplars  
High Street, Pitsford  
Northampton  
Northamptonshire  
NN6 9AD

## 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

The Caring Kindergarten Nursery opened in October 1996. It operates from a single storey building with outdoor play area and is situated within Moulton Business Park on the outskirts of Northampton. The nursery serves the local area and employment force.

There are currently 66 children on the roll. This includes five funded three-year-olds and four funded four-year-olds. There are no children currently attending with special educational needs, or children who speak English as an additional language.

The nursery is open from 8.00 until 18.00, Monday to Friday, throughout the year, with the exception of bank holidays and the Christmas period.

A total of 14 staff work with the children. 12 staff hold a National Vocational Qualification in early years at level two or three. Two staff are currently working towards a recognised early years qualification.

The nursery receives support from the Northampton Early Years' Development and Childcare Partnership. It carries the Investors In People award and is currently working towards the Pre-school Learning Alliance "Aiming For Quality" accreditation.

### How good is the Day Care?

Caring Kindergarten offers a good standard of day care to children.

The nursery provides a welcoming, safe and secure environment for children. It is managed by a high ratio of qualified staff. Most systems, procedures and policies are in place to promote good working practice and to ensure that most children's needs are met. Space is organised to allow children to be cared for in small groups.

The staff actively promote health and safety. They encourage children to use equipment safely and practice regular fire drills. There is a secure entry system.

Children are encouraged to develop their personal hygiene skills through regular hand washing. A varied menu is displayed and children's individual dietary requirements are met.

The nursery promotes the children's development through play. Children are grouped according to age, although staff are sometimes insufficiently flexible and sensitive to the needs of the younger children, who may find change difficult. Staff develop children's self-esteem through good interaction and by offering praise and encouragement for achievement. Children in the two to three-year-old age group do not yet have an area where they can relax and be taught how to respect and handle books. All children are valued, are able to make choices in their play and to move freely between activities. A key-worker system, whereby a particular member of staff takes special responsibility for a small number of children, is in place.

Parents are welcomed to the nursery and have free access to the policies and procedures; copies of which are on display in the foyer. A written daily progress and information sheet is shared between staff and the parents of the under three's. Regular opportunities are given to parents to discuss their child's developmental progress and share information from their children's records. A regular news letter is sent out to update parents of changes or events taking place in the nursery.

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

Previous actions regarding the clearance of staff have been met.

The parent charter has been amended to include consent for medical emergency. This ensures the nursery is operating in line with National Standards and offers parents additional reassurance.

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

- The policies and procedures in place promote high standards of practice throughout the nursery to ensure a safe and secure environment for the children.
- The in-service induction and training programme further ensures that staff offer good standards of care.
- Good team work amongst staff and positive relationships between staff and children ensures a happy and relaxed environment for the children.
- The physical environment for babies is maintained to high standards.
- Senior staff and those qualified in first aid take responsibility for administering medication.
- Parents knowledge and skills are valued and they may be invited to share these with the nursery.

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

- all children's records, to be updated to include the consent for seeking emergency medical advice or treatment.
- staff's sensitivity to individual children's needs, for example when toilet training or making the transition between groups.
- the provision for two to three-year-old children to choose and handle books appropriately and in relaxed surroundings.

### 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
7	Request written permission from parents for seeking emergency medical advice or treatment
7	Develop an awareness of children's individual needs regarding toilet training

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

### How effective is the nursery education?

Children attending Caring Kindergartens (Northampton) are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The supervisor has a sound knowledge and understanding of the Foundation Stage, but junior staff are currently training. Planning is clear, linked to the six areas of learning and identifies learning intentions. There is an effective system of observation and assessment, although this is not always used to plan the next steps for individual children.

Staff provide a stimulating environment and have high expectations of what children can achieve. However, snack-time is adult-directed and opportunities are missed to develop children's skills. Children develop an interest in number problems, but there is insufficient reinforcement of this during daily routines. Senior staff demonstrate skill in using carefully framed questions to develop children's thinking and take account of opportunities that arise to extend and consolidate children's learning. However, there is a lack of conversation from more junior staff to help children reflect on what they do.

Staff consistently encourage children and set them clear boundaries. As a result children are confident and behave very well. Effective systems are in place to support children with special educational needs and children who speak English as an additional language.

The partnership with parents is very good. An excellent range of good quality information is made available to parents.

The leadership and management of the nursery is generally good. The new manager is currently being supported by senior management. Clear corporate procedures are in place for staff induction, recruitment and appraisal. Practice issues are reviewed at regular staff meetings and there is an effective system for monitoring and delivering in house training.

### What is being done well?

- Supervisory staff are particularly skilful in managing children's behaviour. Children are consistently encouraged and clear guidelines are set. As a result, children learn what is expected of them and begin to help manage the behaviour of others. Children are very well behaved and polite.
- Children investigate a variety of musical instruments to see whether sound is produced by blowing, banging or shaking. They use the instruments to make sound patterns and refer to music books for information.
- The curriculum includes opportunities for children to learn about other

cultures and beliefs through a range of interesting activities. Children learn to value and respect the similarities and differences in other people by using a variety of resources reflecting positive images of diversity.

- The nursery develops very effective partnerships with parents. An excellent range of good quality information is available to parents to inform them about the Foundation Stage and how the nursery operates. Parents are involved in events in the nursery and are able to support children's learning at home. There are regular opportunities for the exchange of information about children's progress.

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

- the range of opportunities for children to explore measurement and the properties of shape;
- children's participation at snack-time to develop their selecting and pouring skills;
- the system used to link observations and assessments to plan the next steps for individual children;
- the consistency in teaching methods across the staff group.

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

Very good progress has been made in implementing the action plan drawn up to address the three key issues identified at the last inspection. As a result, improvements have been made to the educational programme which have had a beneficial effect on children's learning.

Staff training and monitoring has resulted in the correct and consistent use of upper and lower case letters in labels, names and displays. This has helped children develop their early writing and early reading skills. Peg boards, threading equipment, additional shapes and computer programmes have been purchased. This enables children to develop their ability to recognise and recreate simple patterns. Further resources have been introduced, giving children opportunities to explore and investigate made objects. As a result, children find out more about the world they live in.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. They confidently take part in activities in small and large groups, begin to share and express their feelings. Children are aware of routines and are developing their independence. They learn what is expected of them, behave very well and are very polite. Four-year-old children encourage other children to manage their own behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently to each other and to staff in small and large groups. Older children successfully deliver messages. Children listen attentively and join in with discussion at circle time. They develop their early reading skills by recognising names and words from cards. However, children insufficiently select and enjoy books during play. Children are beginning to learn early writing skills. Younger children make marks and older children write letters of their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in number. Most children count to ten, with four-year-old children counting beyond this, sometimes to twenty. Children understand language related to position and size and are able to identify a variety of shapes. Older and more able children show an interest in number problems and patterns. However, children insufficiently explore measurement and the properties of shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate how things work and why things happen using a variety of interesting resources. They recall past and present events in their lives. Children are developing their knowledge and skills to help them make sense of the world. They gain an awareness of their own, and other, cultures and beliefs. However, children rarely investigate the locality.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with increasing control. They show an awareness of their own, and others', personal space when playing together. Children begin to understand the importance of good hygiene and keeping healthy. They develop and challenge their fine and gross motor skills by using tools and equipment, but there are insufficient opportunities for children to practice balancing.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children investigate a variety of resources and activities that stimulate their curiosity and imagination. They experiment in two and three-dimensions and explore with mixing colours. They examine a variety of interesting musical instruments to see how sound is produced and use them to make sound patterns. Children make connections in their learning and are able to make sense of the world through a variety of role-play situations. Older children regularly share their feelings.

**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**

- make sure that plans are adjusted to take account of individual children's needs
- develop the range of opportunities for children to explore measurement and the properties of shape

*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.*