



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 226969

DfES Number: 516375

### INSPECTION DETAILS

Inspection Date	22/01/2003
Inspector Name	Fiona Stephenson

### SETTING DETAILS

Setting Name	Kiddycare Ltd.
Setting Address	71 Melton Road Leicester Leicestershire LE4 6PN

### REGISTERED PROVIDER DETAILS

Name	Mrs Kala Patel
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### ORGANISATION DETAILS

Name	
Address	

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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
Kiddicare Day Nursery has been operational since 1991, and is situated on the Melton Road in the East of the City. Kiddicare provides full day care and out of school care for a maximum of 35 children under eight years. There are 16 children aged between three and five years on the first floor. The number of three year olds currently on roll is 15, of these 13 are in receipt of nursery education grant funding. The number of four year olds currently on roll is four, of whom two are funded. Twelve funded three year olds have English as an additional language, and one funded four year old has English as an additional language. The nursery has a good working knowledge of supporting children with special educational needs. Kiddicare receives teacher support from the Early Years Development and Child Care Partnership.

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

### **How effective is the nursery education?**

Teaching is generally good. Staff have a clear knowledge of the Early Learning Goals and stepping stones. Curriculum planning allows for a good balance between structured and unstructured activities. Staff carefully prepare activities to ensure there are challenges for 3 year olds, and for more able, or older children. Staff are confident in their knowledge and this is reflected in their ability to utilise unplanned situations for learning opportunities. Staff have a good understanding of all the children they teach, and there are good assessment and observation records underpinning the planning of the curriculum. Staff have a good understanding and working knowledge of supporting children with special needs. Planning does not sufficiently identify the needs of the group in terms of balancing teaching with behaviour management. Leadership and management is very good. There are good management systems in place to ensure awareness of issues relating to funded 3 and 4 year olds, and to staffing issues. The management team are pro-active in dealing with issues raised. Staff are encouraged to attend all relevant training courses. They have an appraisal system and these are completed three times per year. Parents are provided with information about the setting and it's provision. Staff pin up on a notice board the themes being taught at nursery. Staff verbally inform parents of children's progress and their achievements and encourage parents to be involved in children's learning by asking them to contribute to themes. Parents are encouraged to share what they know about their child through the key worker system. Parents evenings are held twice a year.

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

Children's learning is enhanced by staff utilising their good knowledge of the Early Learning Goals and using this to make effective use of unplanned situations for learning. Staff's assessment of children's learning and progression through the stepping stones. Teaching is of good quality and provides a good balance between structured and unstructured activities. Teaching is very good in mathematical development and creative development. Management and Leadership of the setting is effective in enabling the early learning goals to be met through staff training and resources. Parents are provided with good opportunities to learn of children's progress and to contribute to learning.

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

Curriculum planning to take account of group dynamics to ensure education is not compromised by behaviour management. Planning for outside physical play and for the use of larger equipment. Use of information technology to ensure it is adequately provided for in the curriculum planning.

<b>What has improved since the last inspection?</b>
Curriculum planning has become simplified and workable. Assessment records are of good quality. The programme for physical development has improved to include planned physical exercise but needs to be further extended.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children form good relationships and show increasing independence. Children are aware of different emotions. Staff make children clear their expectations for behaviour however, on occasion, behaviour expectations are not realised, with behaviour management taking priority over teaching.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children are encouraged to widen their vocabulary through planned activities. Children can recognise the initial sound in words. They communicate well and use speech to connect ideas and explain what is happening. Children are generally progressing well in listening skills however, some children's ability to listen to simple instructions and stories is limited. Progress in writing skills is good however, there are missed opportunities to encourage children to write independently.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are progressing well in numeral recognition. Children count to 10, with more able children counting past 20. Children show interest in number problems and compare objects and size. Children are aware of shape and discuss shape in relation to everyday objects.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children have a sense of time and place. They are progressing well in investigation and exploration skills. Children have a growing awareness of their culture and the culture of others. Children show curiosity in their surroundings and activities. There are insufficient opportunities for children to progress sufficiently in the use of information technology.	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move confidently. They can throw, adjust speed and mount stairs. Children persevere in repeating actions to develop a new skill such as catching. Children have a growing awareness about their bodies. Children demonstrate increasing skills in the use of mark making instruments. There is insufficient use of larger equipment. Use of the outside area for physical play is inadequately planned for, with learning compromised by staff managing behaviour and toilet trips.	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children sing, listen to, and tap out rhythms. They imitate and create movement in	

response to music. Children make collages, paintings and drawings. They understand what happens when colours are mixed, and choose colour for a purpose. Children use role play and mime. They have opportunities to listen to music and use different musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Develop the programme for Knowledge and Understanding of the World to include opportunities for children to progress sufficiently in the use of information technology. Continue to develop the programme for physical development, to further the use of larger equipment. Ensure the learning objectives for outside physical play are sufficiently planned for. Adapt teaching methods and resources to support behaviour management and the furtherance of good quality teaching.