



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256754

DfES Number: 521967

INSPECTION DETAILS

Inspection Date 19/07/2004
Inspector Name Karen DeLastie

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Caring Kindergartens
Setting Address Peterborough Business Park
Lynch Wood
Peterborough
Cambridgeshire
PE2 6FT

REGISTERED PROVIDER DETAILS

Name Caring Kindergartens 2928135 n/a

ORGANISATION DETAILS

Name Caring Kindergartens
Address Peterborough Business Park
Lynch Wood
Peterborough
Cambridgeshire
PE2 6FT

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

Caring Kindergartens opened in 1996. It operates from a purpose built nursery building on Minerva Business Park, Lynchwood, Peterborough. Caring Kindergartens serves the whole of the city and beyond.

There are currently 117 children on role. This includes 38 funded 3 year olds and 12 funded 4 year olds. Children attend for a variety of days. There are currently no children attending who have a special need or speak English as an additional language.

Twenty seven full-time/part-time staff work with the children. Approximately 70% of staff have early years qualifications to NVQ level 2 or 3. Ten staff are currently working towards a recognised early years qualification.

How good is the Day Care?

Caring Kindergartens is providing good care for children.

Staff provide a stimulating environment which enables children to feel secure and confident in their surroundings. Effective use is made of available play space. Children are involved in a range of activities which allow them to make progress in all areas of their development. However, staff should ensure that large group time is always effective in meeting the needs of the children.

Children's behaviour is good. Staff make good use of praise and help children gain an understanding of right and wrong. Staff are safety conscious and demonstrate a thorough awareness of safety issues which allows children to play with minimum risk. Meals and snacks are healthy and well balanced and staff ensure personal hygiene is encouraged through routine activities.

Children have access to a range of toys and play equipment which maintains interest and supports learning. However, staff should ensure that book areas in each room are made more appealing to children and offer a wider variety of books. Toys

are available which reflect equal opportunity principles, however, displaying of positive images of culture, gender and disability are limited. Children's individual needs are being met.

Positive, friendly relationships exist with all parents. They are kept well informed of their child's day and developmental progress and express their satisfaction at the care being provided. Documentation is kept up to date and very well maintained.

What has improved since the last inspection?

At the transitional inspection staff were asked to ensure that Ofsted were informed of any changes to the premises and that training requirements were met when staff needed to administer specific medicines to children.

Staff have notified Ofsted of all changes that have taken place and received training by a medical professional to administer medications such as epi-pens.

What is being done well?

- Good use is made of the available play space to enable children to feel secure and confident in their environment.
- Children are involved in a range of activities which allow them to make progress in all areas of their development.
- Parents are kept well informed of their child's day and developmental progress. Parents express their satisfaction at the care being provided.

What needs to be improved?

- book areas in each room
- reinforcement of positive images of culture, gender and disability throughout the nursery.

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
3	Ensure that all book areas are made more appealing to children throughout the nursery and that they have access to a variety of books at any one time.
9	Ensure positive images of gender, culture and disability are reinforced throughout the nursery.

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

How effective is the nursery education?

The provision for nursery education at Caring Kindergartens Day Nursery is good. It enables children to make very good progress in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development. Generally good progress is being made in all other areas of learning.

The quality of the teaching is generally good. Staff have a good understanding of how children learn which is demonstrated through the effective questioning of children and the broad range of activities provided. Staff make learning interesting and enjoyable and give children opportunities to observe, predict and think for themselves. Toys and resources are also used effectively to support children's progress towards the early learning goals. Children behave very well in response to staff's high expectations and sensitive support. Long, medium and short term plans are in place, staff use assessment effectively to enable them to plan the next steps for children's learning.

The leadership and management of the nursery is generally good. Staff work well together as a team and appear clear in their roles and responsibilities due to effective leadership. An appraisal system allows staff to regularly assess their strengths and weaknesses and discuss their professional development.

The partnership with parent's and carers is very good. Parent's are well informed about the nursery's daily activities and foundation stage curriculum through informative literature.

Staff have developed very good relationships with parent's and encourage them to be part of their child's nursery life through home learning and attending events. Parents evenings and regular three monthly assessments ensure that parents are well informed of their children's progress.

What is being done well?

- Children's developing confidence and high self esteem. They work well independently and show high levels of concentration.
- Children are confident speakers and interact effectively in conversation with adults and their peers.
- Children's opportunities to learn about cultures and beliefs of others as well as their own, through planned celebrations of festivals and use of resources.
- Children's good behaviour in response to staff's high expectations and sensitive support.
- Parents opportunities to become involved in the learning and assessment of

their children.

What needs to be improved?

- opportunities for children to learn about simple calculation and health/ bodily awareness through planned routine activities

What has improved since the last inspection?

There were no significant weakness reported at the last inspection. However, they were asked to consider how they would maintain the high standards at the nursery by continuing to review planning, assessments & teaching.

The management of the nursery ensure that they keep staff up to date with all relevant changes in teaching and planning methods enabling them to promote children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in their environment and have high self esteem. They work well individually and as part of a group, showing confidence when sharing their news at group time. Children show good concentration skills, they persevere at tasks and are learning to share and take turns when using equipment. Children are developing their own personal independence, such as pouring their own drinks, putting on their own shoes and slippers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and interact well with adults and others. They show good concentration skills and are able to sit for sustained periods in large and small groups. There are consistent opportunities for children to see and learn about letters of the alphabet through planned and everyday activities. Children are provided with meaningful activities for mark making which are supported by staff, such as when taking orders in the role play café.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count and recognise numbers up to 10 and beyond. Staff plan activities to enable children to sort and match, use positional language and learn about shape and size. Staff encourage simple mathematical thinking and language through everyday activities such as; how many plates do we need on this table, what shape are they? However, opportunities for children to engage in simple calculation such as one more/one less than in everyday activities are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Well planned topics enable children to learn about the world in which they live. They have opportunities to learn about cultures and beliefs of their own and of the wider community through planned topics such as the Jewish Festival of Shavuot. Children enthusiastically explore and investigate objects in their environment through well planned topics and resources. Such as; Giant African Land Snails, growing runner beans, and learning about the five stages of a tree growing.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children successfully use a range of equipment and handle a variety of tools such as pencils and cutlery with control and purpose. Children are confident as they move between activities, they enjoy outdoor play, showing control and co-ordination as they climb, run, balance, skip and hop. Although, there were missed opportunities for children to learn about health and bodily awareness through planned and spontaneous learning.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy using their imagination in music and movement as they make shapes and flowing dances with streamers. Children enjoy singing and have a good repertoire of remembered songs. They are able to experiment with different creative materials which enable them to make 2 and 3 dimensional pieces of work such as frog masks and frogs with concertina legs.

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

- Ensure all opportunities for children to learn about simple calculation and health/bodily awareness are not missed in planning and through spontaneous learning.

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.