

Kiddi Caru Nursery

Inspection report for early years provision

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Inspector	Rachael Williams

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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 Caru is a purpose-built nursery situated on the Blackbrook business park on the outskirts of Taunton. The provision is owned by the Childcare Corporation and forms part of a chain of national childcare provision. The nursery registered originally in 2002 and re-registered in 2006. It is registered on the Early Years Register to provide care for a maximum of 129 children under the age of five years, of whom 57 may be under two years. There are currently 178 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and those with English as an additional language.

The nursery is open from 7.30am until 6.30pm Monday to Friday, 51 weeks per year excluding bank holidays. The two storey building provides ground floor accommodation for children under two years and the first floor accommodation for children aged from two to under five years. Toilet and nappy changing facilities are found on each level. Video intercoms are fitted in each room to provide enhanced security. There is a large outdoor play area, which is split into three different areas and a safely enclosed first floor balcony which is used for sensory experience. Most staff working directly with the children have early years qualifications to level three or above; twelve of these staff have level four qualifications. The deputy manager holds a degree in Early Childhood Studies and is currently working towards her Early Years Professional Status qualification. The nursery is supported by two kitchen staff and bank staff with relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and enjoy their time at the setting. Close and caring relationships have been established through an effective key carer system which ensures that children feel safe and confident within the warm and welcoming environment. On the whole, children's welfare is promoted well by efficient and well-qualified early years practitioners. Highly effective systems are in place to ensure children's welfare is safeguarded. Positive relationships with parents and developing links with other early years providers and professionals ensure continuity in children's care, learning and development. Through effective teamwork the nursery has an accurate understanding of the provision's strengths and weaknesses and takes effective steps to improve it. Consequently, outcomes for children are good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use problem solving activities consistently in daily activities
- develop systems to monitor language development to demonstrate that children are fully supported according to their linguistic starting points and capabilities
- develop further independent skills with particular regard to accessibility to resources and self-help skills.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure and well-monitored provision where their safety is paramount. Rigorous systems have been established to ensure all children are closely supervised by vigilant staff. Children are extremely safe and highly effective security arrangements are used by both parents and staff. Parents and visitors use a buzzer system to gain entrance into the nursery and closed circuit television allows staff to identify visitors before allowing entry. A comprehensive system is in place to ensure that visitors are signed in and out of the premises and escorted throughout the nursery. Comprehensive risk assessments of all areas used by the children ensure they thrive in a clean, safe and well-organised environment.

Accidents are routinely recorded and promptly shared with parents. These are monitored on a monthly basis to ensure patterns are actioned immediately to reduce risk to the children. Robust recruitment, induction and vetting arrangements ensure children are cared for by suitable and exceptionally well-qualified staff. Practitioners are pro-active in ensuring pertinent training is maintained, such as paediatric first aid, and ensuring access to further training to progress their development. For example, the deputy manager is currently undergoing training to complete her Early Years Professional Status. All staff are fully aware of safeguarding procedures and well-written policies through effective induction and ongoing in-house training to ensure that children's welfare is safeguarded.

Children have an excellent sense of belonging as they are provided with a vibrant, warm and inviting environment. Each corridor is adorned with positive images and photographs of the children engaged in their play. Toys and resources are of high quality and stimulate children's learning and development. However, not all toys and resources can be accessed by the children as they are stored too high for the children to reach independently. Parents receive a wealth of information about the setting and about their children's achievements. In the foyer there is an abundant range of information regarding education and health to support parents. Excellent information is available regarding schemas and the Early Years Foundation Stage to support parents understanding. Parents are fully aware of who is caring for their children as photographs outside each room identify practitioners and there is clear information on the key carer system. Notice boards are situated outside each room with valuable information for the parents, for instance, planning, evaluations, room information, staff details and photographs to ensure they are well informed. There are regular parent evenings and open days to ensure information is regularly shared. Partnerships with other early years settings are being developed. The nursery liaises well with other professionals, such as speech and language therapists, to ensure continuity in children's care, learning and development.

Appropriate individual educational plans are established alongside parents and support workers to ensure children receive focused attention to support their learning. Through topics and celebrations children are introduced to the diversity within our society, however, these are not specific to those within the local community as resources and displays do not specifically reflect those that attend the nursery.

On the whole, self-evaluation plays an integral part in the setting. All practitioners make valuable contributions to the self-evaluation process which is completed every three months and actions taken are monitored in respect to the impact they have on the children, such as how involving parents in story sacks will improve home-nursery relations and communication skills. Parents have recently been included in the monitoring process, for example, the nursery values their views on how to improve the outdoor learning environment. Views of some of the children are being gained, such as when they leave the setting they are asked what they have enjoyed.

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

Behaviour is exemplary. Children are clear on expectations and boundaries and are fully engaged in tasks and activities within a well-equipped learning environment. Children are happy and at ease in the nursery. Good relationships have been established with responsible and effective key carers who take time to ensure they have good knowledge of the children in their care, for instance, through initial visits and flexible settling in arrangements. Younger children eagerly approach practitioners for cuddles and comfort; practitioners listen and respond to their cries and children have high levels of self-esteem. Younger children communicate their excitement well, for instance, flapping their arms when playing with the bead wire. On the whole, children's communication skills are developing well, however, children's linguistic starting points are not always well-documented to ensure children are fully supported. There are good opportunities for children to explore and investigate using their senses for example, young babies explore shredded paper discovering light and sound objects while they play; toddlers explore mark-making in the shaving foam.

Practitioners plan a broad and balanced range of activities based on their observations as they interact and support children's learning. Detailed planning incorporates extension activities which relate to children's individual learning priorities. However, these do not always reflect children's interests. Evaluations of activities are routinely made. However, these are not consistently applied, for example, an identified improvement for cooking activities was not implemented to improve problem solving, calculation and number recognition activities for the children when creating rice crispy cakes.

Menus are varied and encourage children to sample a range of healthy and nutritious snacks and meals which meet their dietary and cultural requirements. Rigorous systems ensure that meals are not shared and that children's preferences

are valued and acknowledged, for instance, food is served on red plates for children with strict dietary requirements and on an orange plate for those with preferences. Practitioners acknowledge, through their self-evaluation, that older children could be encouraged to serve their own food at lunchtime in order to further develop their independent skills. Children develop good understanding of hygiene as staff are positive role models. For example, all children are aware of hand washing routines and willingly wash their hands in low level sinks using soap and warm water. Excellent nappy changing arrangements ensure children's hygiene. Older children are aware of their own personal needs and ask to be escorted to the toilet facilities when needed. The outdoor area is an excellent resource and children have numerous opportunities to be active and outside in the fresh air. Older children thoroughly enjoyed their time when an artist visited and they were involved in extending the sensory garden. They were able to use tools safely and purposefully creating mobiles from natural materials

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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