

JJ's Kiddycare

Inspection report for early years provision

Unique reference number	EY384013
Inspection date	01/02/2011
Inspector	Karen Millerchip

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

JJ's Kiddycare day nursery is privately owned and situated in a rural area on the outskirts of the village of Welford, Northamptonshire. It opened in 2008 and operates from three main rooms in a purpose-built building, which is easily accessible in all areas. Children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 6.15pm for 50 weeks of the year.

The nursery is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. A maximum of 45 children may attend the nursery at any one time. There are currently 49 children aged from six weeks to under five years on roll, some in part-time places. Older children attend before and after school and in the holidays. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are eight members of staff working directly with the children, six of whom hold appropriate early years qualifications to at least NVQ Level 3. There are three members of staff working towards Early Years Professional Status. The setting provides funded early education for three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, inclusive and stimulating environment. They are happy, well settled and make good progress in their learning and development. The staff team work effectively alongside parents and have sound relationships with other early years providers which promote inclusive practice. The majority of records are in place and contribute to the effective running of the nursery. The staff team are committed to improving outcomes for children. Systems of self-evaluation ensure any areas for future development are quickly identified and addressed to promote continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child. (Safeguarding and promoting children's welfare) 14/03/2011

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

- improve the systems used to monitor the arrival and departure of staff, children, parents and visitors
- further develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review procedures to ensure that staff are pro-active in planning the admission of new babies to ensure all individual needs are met.

The effectiveness of leadership and management of the early years provision

Staff are confident and clear about their responsibilities of safeguarding children. They attend regular training, understand the signs of abuse and are familiar with the procedures to follow should they have any concerns. Staff are vetted and the nursery has a thorough recruitment process in place. This ensures that children are well protected at all times.

The nursery is generally well organised with regards to documentation and record keeping and detailed policies and procedures support the safe and efficient provision of the Early Years Foundation Stage. However, the omission of details pertaining to who has legal contact and parental responsibility for children and the inconsistency in recording staff's attendance could impact on a child's welfare. The recommendation from the last inspection related to the development of tracking systems for younger children to ensure specific areas of learning are not overlooked, particularly for those attending part time. This is now a strong area within the setting and all children now have comprehensive tracking systems in place that quickly identify their changing needs. This information is then used to inform plans to promote future steps in development.

Children are well cared for by highly-qualified staff that are committed to improving the care and learning of the children. They continue to access ongoing training and this helps to ensure that all of children's individual needs are met. All equipment and resources are of high quality and are used very well to promote children's ongoing learning and development. Risk assessments are used effectively to identify and minimise risks to children during indoor and outdoor play and when travelling to and from the nursery.

The owner/manager works within the setting and is able to monitor the staff and the provision for children to ensure it is of high quality. There is a suitable staff appraisal process in place and the manager, in discussion with staff, identifies achievable areas for improvement. Inclusive practice is well promoted, in that all children have their welfare needs met and achieve as well as they can. There are good effective links with parents and other support agencies to promote the care and learning for each child. Information about the children's needs and progress flows well between home and nursery. For example, through the use of detailed display boards, written daily diaries and discussions. All parents place a high value on the care given to their child. One parent stated 'the learning journal truly reflects my child and makes me smile'.

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

Children make good progress in their learning and development in relation to their starting points and individual capabilities. All children are eager to attend and settle quickly. However, the initial introduction for new babies does not, in the first instance, reflect their individual needs. Staff support children well concentrating on nurturing children's emotional and social development at this stage. As children grow in confidence and self-esteem, they take full advantage of the broad range of interesting activities and opportunities on offer to them. Children develop strong and trusting relationships with the adults caring for them. They are supported to develop independence, curiosity, imagination and concentration. Children choose when to take their snack, meaning their play is not interrupted. They develop self-help skills as they take responsibility for clearing away their own beakers and plates into specific containers. The staff offer lots of praise which in turn raises children's self-esteem and sense of belonging.

The staff plan for an effective learning environment for the children in their care. Each child is observed and staff plan and implement their next steps to help them achieve their full potential and reach all goals within the curriculum. Detailed assessments and 'learning journals' are in place and these build a picture of the individual child. Children are encouraged to be independent learners with staff having the skills to know when to support them in their extended learning. The nursery Special Education Needs Coordinator (SENCO) receives ongoing training and has developed positive relationships with other providers of the early years foundation stage. The needs of children with learning disabilities and/or difficulties are well known as good information is shared between parents, carers and other professionals. This ensures that individual children get the support they need to make progress. Children develop a good understanding of the wider world, exploring similarities and differences as there are pictures and posters displayed that represent all groups in society, they have free access to a wide range of resources and celebrate various festivals.

Children's welfare is enhanced because staff ensure that their individual needs are met. Babies sleep when they are ready to and according to their parents' wishes. The menus provide children with a range of healthy food. Meals are prepared on the premises using fresh ingredients wherever possible and take account of children's dietary needs. The older children help themselves to water as they become thirsty. This promotes their independence. They play and work alongside their peers, successfully understanding the need to cooperate and resolve situations by themselves. Children develop awareness of safety and learn to be considerate of others as they are gently reminded of group rules by the staff.

The use of language is encouraged by staff and all children enjoy communicating. For example, the babies squeal with excitement as well as babbling to others. Younger children enjoy the 'treasure baskets' of natural materials and take great delight as they become aware that they are making sounds as they bang items together. The older children enjoy having conversations with their peers and adults. Children enjoy singing songs and some are confident to stand up and sing

in front of their peers. They are encouraged to make their own marks or write their names and this is valued by the staff. Children enjoy books and stories and take great delight in joining in the repeated refrains. Mathematical language is developing as the children talk about size during their play. The older children appreciate number as they help with daily routines such as, counting cutlery and chairs as they set the table for lunch. Children develop their small muscles as they use the scissors and tools to cut out or make the shapes they want, use a hole punch and insert their own work into folders. Children are being introduced to information technology as they use musical activity centres, flashing rattles, calculators, tills and electronic games.

The importance of physical play is very well promoted as all rooms have direct access to a dedicated covered outdoor play area. There is also a large covered communal area which is accessed freely during the day. All areas are well equipped for children of differing abilities and provide exciting opportunities in all areas of learning, such as digging in the sand, playing ball, balancing, planting seeds and bulbs and using musical instruments. Overall, children learn through first hand experiences and develop skills that will support them in their future learning.

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	3
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	2

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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met