

Kiddi Caru Day Nursery

Inspection report for early years provision

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Inspector

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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 Day Nursery opened in 2004. It is one of 20 nurseries run by The Childcare Corporation PLC. It operates from a two-storey building, situated just off Oundle Road, close to the centre of the city of Peterborough, Cambridgeshire. An outdoor play area is available. Car parking for the parents is available adjacent to the nursery. The children come from a wide catchment area and attend the nursery for a variety of sessions.

The nursery is registered on the Early Years Register to care for a maximum of 118 children, from birth to five years, at any one time. The nursery is open each weekday from 8am to 6pm all year round with the exception of bank holidays and one week during the Christmas period.

There are currently 176 children from birth to five years on roll. Of these, 69 children receive funding for early education. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 44 staff who work directly with the children. Of these, 32 of the staff hold appropriate early years qualifications and four are currently working towards qualifications. One member of staff is working towards a Foundation Degree. The setting also employs administrative and catering staff. The setting is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery works extremely closely with parents to ensure each child has their individual needs met. Children and babies enjoy an exceptional range of superb experiences that enables them to fulfil their learning potential. Staff are passionate about their work and show high levels of confidence. They support children ably and keep them safe and secure. On-going self-evaluation involves parents, staff and children, ensuring priorities for improvement are well targeted so that consistently high standards are maintained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending children's opportunities to be independent, such as, taking part in food preparation and other everyday tasks.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted very well because staff are very familiar with the safeguarding policies and procedures. All staff attend child protection training to ensure their knowledge is up-to-date and that children's safety is assured. Safeguarding procedures are reviewed regularly to ensure they continue to be given high priority. Exceptionally robust recruitment processes ensure all staff are safe and suitable to be with the children before they begin to work with them. Risk assessments are thorough and consistently implemented by staff to ensure all hazards to children are minimised.

The nursery works in close partnerships with parents to ensure they are fully informed about the health, safety and welfare of their children. Parents indicate they are delighted with the level of service they receive and show every confidence in managers, staff and their key person. Other providers agree and state that the nursery takes its responsibilities very seriously, putting the individual needs of children ahead of all other priorities. The nursery is exceptionally well organised, with bright and colourful displays in all areas, helping to inform parents and visitors about the provision as well as promote children's sense of belonging. Senior staff have their offices located within the entrance of the nursery and they make a point of being accessible throughout the day. They feel this has contributed greatly to the quality of the relationships with parents and others because there is always a friendly face to respond to comments and questions.

Children become involved in assessing the quality of their own activities. Child friendly questionnaires enable them to express their preferences, for example, they love the sand and like to play 'doctors'. This information feeds into the self-evaluation, enabling children to have a real impact on new resourcing and planning for the future. Parents have regular opportunities to share their ideas with the nursery through the suggestions box and planned meetings. Key staff have been selected whose role it is to explore suggestions from parents and others and implement new ideas, such as, visiting the schools that children will move to in order to build successful relationships during transition. Each member of staff has a role to play in assessing the quality of their service. They have regular sessions to reflect on their roles and how activities or routines can be adjusted in order to enhance the provision for children. This ensures the nursery has a comprehensive understanding of what needs to be done to secure improvements.

Children who have English as an additional language benefit from exemplary systems to ensure their individual needs are met. Settling-in procedures enable staff to gather indepth information from parents about their children's cultures and home language. Signing is well established to help with essential communication. Staff work closely with parents and other involved professionals to meet the needs of children who have special educational needs and/or disabilities. For example, specialist equipment is bought to support children with disabilities so they can take a full and active role in the life of the setting. Staff undertake specialist training, for instance, to learn how to administer an emergency adrenaline shot or administering critical medication, so that parents can be confident their children

are in safe hands.

Resources and activities are exceptionally well organised to promote children's independence. Even for the youngest children low level shelving and thoughtful planning by staff ensures popular toys, such as the sensory bottles, are in easy reach. Furniture and equipment is sturdy and high quality, ensuring children can move around safely in a pleasing environment. The outdoor area is well used, with a broad range of activities that cover the areas of learning. Each room has their own resources to use outside and these reflect children's interests and abilities. As a result, outdoor play is well linked to the indoor activities. The layout of the nursery does not lead itself to free-flow access to the outdoors, but staff are proactive in ensuring children play outside as much as they like, in all weathers. In addition they use their verandah as a sensory area, so that children can enjoy fresh air all year round.

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

Staff are confident in their roles and carry out their duties with ease, ensuring children receive exceptional levels of support as they play. Staff are well trained and qualified and have an innate understanding of how children learn through play. They ask gentle questions to promote children's interest and help them explore the activities, such as, scrunching cornflakes and crispy cereals. Staff collect observations of the children at play and make ongoing assessments to ensure children make continual progress towards the early learning goals. Excellent systems enable staff to track children across the areas of learning to ensure no opportunities are missed to extend children's understanding. Consequently, children make significant progress. Parents contribute frequently, both verbally on arrival or collection, or more formally through the learning journeys and the summaries of children's achievements.

Babies have consistent routines that reflect their home environment. They eat and sleep according to their individual needs and as a result, are happy and contented. They enjoy attentive care from the adults around them, for instance, at meal times younger babies enjoy one-to-one attention where needed. Children have confident trusting relationships with their carers and they show high levels of self-esteem and engage readily with visitors. Children chatter eagerly about their activities and are keen to share their knowledge of dinosaurs and where they might live. They have daily opportunities to experience technology, for example, babies have pop-up toys, toy telephones and musical instruments. Older children access the computers daily and play matching games or print out their drawings.

Children benefit from a wide range of sensory experiences. They use sand, water and dough on a daily basis, exploring textures, weights and consistencies as they have fun with pouring, scooping and cutting. Younger children cover their whole bodies in paint and squeal with delight as they slither in it and see the colours appear on large pieces of paper firmly attached to the floor. Staff take into account children's preferences and include those children reluctant to take part by enabling

them to watch or experiment with fingers and brushes. Children explore the wider world through activities and topics, for example, they learn about land snails and find out about their eating habits. Older children design and build busily with various small construction sets. They construct cars and lorries, then race them across the floor, finding out which one is the faster.

Children are constantly encouraged to develop their skills in mark making, reading and numbers. They draw and scribble freely, making good use of the plethora of resources available. All the children access books readily, they enjoy small and large story times and settle in cheerful book areas to explore the books by themselves. They count routinely, understanding that they need a certain number of blocks to make a house. A word and number rich environment promotes children's interest, such as, colourful posters and pictures and a good range of their own individual attempts at mark making.

Children's meals are freshly cooked on site each day using good quality ingredients. The nursery cook works with staff and parents to ensure meals meet each child's dietary needs. There are robust systems in place to ensure children with allergies eat safely, but also feel included as their meal looks the same as others. Mealtimes promote older children's independence as they help with setting the table or fetching cups and utensils. However, at snack times they are not always encouraged to help prepare and serve the food, which means there are opportunities missed to increase their understanding of healthy fruits and vegetables. Children have an extremely well developed understanding of good hygiene practice. They competently use soap and water to wash their hands independently. Older children in particular are very well informed of the importance of washing off germs so they can eat safely. Children find out how to keep themselves safe, for example, by frequently practising the fire drill.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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