

# Kiddi Caru Day Nursery

Inspection report for early years provision

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**Unique reference number** EY353509  
**Inspection date** 04/05/2011  
**Inspector** Susan Marriott

**Setting address** 22-24 Farm Road, Wellingborough, Northamptonshire, NN8 4UF  
**Telephone number** 01933 678325  
**Email** kiddiwellingborough@childcare.uk.com  
**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 (Wellingborough) is one of a chain of 20 nurseries run by The Childcare Corporation. It opened in 2004 and operates from purpose-built premises with seven childcare rooms and associated facilities situated on the outskirts of Wellingborough in Northamptonshire. It is registered on the Early Years Register to provide care for 96 children at any one time. The nursery is open from 8am to 6pm each weekday for 51 weeks of the year. By prior arrangement, the nursery sometimes opens from 7.30am. All children share access to a secure outdoor play area. There are currently 130 children aged under five years on roll. Of these, 45 receive funding for nursery education. Children attend from Wellingborough and surrounding towns and villages. The nursery supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 22 members of staff to care for the children. Of these, 18 hold appropriate early years qualifications and 3 are working towards a qualification. In addition, administration, catering and cleaning staff are employed to support the childcare staff. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is a warm and friendly atmosphere in this inclusive nursery which genuinely strives for improvement. The experienced and dedicated staff team work conscientiously to deliver the true spirit of the Early Years Foundation Stage. Staff sustain consistently good quality interaction with children to guide learning from child-led play and promote positive attitudes to learning. Children make good progress in their learning and development and observation and assessment systems track and secure progress effectively. Most aspects of children's welfare are promoted well and there are good partnerships with parents and carers. Competent and capable leadership and effective self-evaluation secures the nursery's good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

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

- improve the collation of information about staff suitability including the unique reference numbers of Criminal Records Bureau disclosures obtained and the date on which they were obtained
- consolidate the use of the outdoor area
- plan experiences for boys that build on their interests and value their strengths as active learners and problem solvers.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is promoted well as the nursery has effective safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up-to-date with this area of work. The nursery keeps records of completed vetting checks, ensuring that all staff are suitable to work with children. However, information about these checks is not collated in a manageable format, leaving scope for mistakes to occur. Regular risk assessments and daily checks are established to ensure that appropriate measures are in place to avoid dangerous situations occurring. As a result, children are able to move around safely and independently. Good daily practice, such as ongoing explanations from staff, reinforces children's understanding of safety issues. For example, children are reminded to hold onto the handrail when climbing up and down the stairs. Good physical security prevents intruders entering the premises and the identity of visitors is checked before admitting them to the nursery. An appropriate record of visitors is kept and the times of arrival and departure are recorded.

The company is clearly making investment in refurbishing the nursery and is reinvigorating the attractive learning environment which promotes children's progress towards the early learning goals. Equipment has been upgraded throughout the nursery but draught plans to improve the outdoor area have not yet been implemented. Staff generally make best use of the garden area, and available resources are used well, but the overall organisation of the nursery does not take account of effective experiences for boys that build on their interests and value their strengths as active learners and problem solvers.

Management is committed to funding training to update staff knowledge, and has a considered approach to change, steadily introducing improvements to the service through thorough self-evaluation in consultation with staff, parents and the advisory services. Staff hold appropriate levels of qualification and work very well as a team, helping to create a positive environment where children feel secure and happy. Staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. For example, they ensure that sufficient quantities of specially prepared food are available for children on special diets so that they can serve themselves second helpings if desired, in line with the other children. They work with parents and carers to ensure that they understand each child's individual needs, background and culture and are therefore able to meet their needs and promote children's awareness of individuality.

The nursery makes every effort to work in partnership with others to secure smooth transitions and continuity of care for children. The staff are alert to the early signs of needs of the children that could lead to later difficulties. They respond quickly and appropriately, involving other agencies as necessary. Parents receive thorough information about the setting and their children's progress, for example, through newsletters, daily talks with staff and review meetings with their child's key person. Staff observe each child at play in order to understand and support their individual wellbeing and development, enabling each key person and

family to work together. Senior management acknowledges that children often have no choice in the decision that parents make to leave them at a particular nursery. Therefore, staff are encouraged to value the voice of the child and they receive overwhelmingly positive comments from parents about the quality of the service offered.

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

Children experience an enjoyable programme of learning and development at Kiddi Caru Day Nursery. The nursery is organised into rooms named after precious gemstones, to cater for the needs of the differing age groups. A key carer system helps the children make stronger emotional attachment to a member of staff. This also has the same effect for parents, helping them to share more intimate information and ask for advice. Transfer from room to room is discussed with parents and carers and is guided by stage of development rather than solely by chronological age. Children are well-supported by the friendly and caring staff who work hard to meet their individual needs. For example, the resources in Amethyst room provide babies with an appropriate range of tactile experiences and the use of treasure baskets is being developed. Staff develop positive relationships, observe children and get to know them really well as individuals. For example, the individual routines of babies are respected and very young children are able to eat, rest and sleep according to their needs.

The staff use calming and reassuring voices when speaking with the children and show good positive relationships with their colleagues. Activities are planned to encourage independence, decision making and support a positive approach to others. Activities are based around the Early Years Foundation Stage and the child's stage of development which encourages constructive behaviour from sharing, building relationships and risk taking. The children's welfare is promoted by talking to the children throughout the day and to help them understand the difference between positive and negative behaviour and how their behaviour may affect others. Staff spend time with the children, reading stories and looking at books. Each playroom has its own book area where children have the opportunity to relax and spend time looking at books either on their own, with a member of staff or their peers. Staff also ensure the nursery environment is rich in text, including role play areas and the outdoors. Children in the Diamond room write their own names on delightful self-portraits displayed on the wall.

Children use numeracy skills through practical everyday experiences. For example, children in the pre-school rooms are involved in helping to set out the tables at meal times, counting out the plates, cups and cutlery. Children throughout the nursery join in with songs and games which reinforce counting skills and early calculation. They have access to clocks, telephones and calculators which allow them to see numbers as part of everyday life. Children learn about the uses of technology. Younger children use cause and effect toys and older children use programmable toys and have access to a computer with a mouse and keyboard. The children are all familiar with the digital cameras used within the nursery, and are often shown the pictures on the camera when they are taken before printing.

Staff use the photographs to enhance the environment and support displays.

Children start to learn about the diversity of the world in which we live through planned activities associated with cultural celebrations such as Diwali, Christmas and Chinese New Year. Parents support these activities by donating traditional outfits for the children to dress up in. Children are encouraged to play with a variety of small world resources which helps them to make sense of the world around them. Staff set up role play areas that imitate varying scenarios and children enjoy opportunities to explore a wide range of media. Children are encouraged to be involved in growing and caring for plants, flowers and vegetables. All children have opportunities to play outdoors every day and the nursery is currently experimenting with ways to manage older children's access to outdoor play from the first floor rooms.

Staff clearly spend a lot of time and effort completing detailed planning sheets and identified learning intentions are suitably matched to the criteria in the Early Years Foundation Stage. Information is gathered on entry to provide staff with a good quality baseline from which to measure children's progress. The children's learning journey books contain delightful photographs and comments about their learning for parents to read. The information is in a format which clearly shows the progress made during the children's time at the nursery. Staff identify the next steps in children's learning through observations fed back into their planning, and the assessment records fully support staff in ensuring that children achieve as much as they can in relation to their starting points and capabilities.

Children have good opportunities to learn how to lead a healthy lifestyle. They are active and understand the benefits of physical activity. For example, children enjoy regular yoga sessions and happily demonstrate how to cradle their leg and imitate 'the cat'. Children understand and adopt good hygiene practices and make healthy choices about what they eat and drink. Children's behaviour is managed well by the staff and in a manner appropriate for their stage of development and particular individual needs. Children develop skills for the future as they become increasingly independent, share ideas and work together. For example, staff encourage children to try to fasten their own coats rather than doing the task for them. Children's self-esteem is promoted as they are offered opportunities to talk about themselves, their families and recent experiences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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