

# Kiddi-Creche Private Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY268493        |
| <b>Inspection date</b>         | 31/05/2011      |
| <b>Inspector</b>               | Janet Singleton |

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|-------------------------|---|
| <b>Setting address</b>  | The Holmstead, Bradford Road, Cottingley Bridge, Bingley,<br>West Yorkshire, BD16 1NB |
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| <b>Type of setting</b>  | 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

Kiddi-Creche, The Holmstead, is owned by a limited company and was registered in 2003. It operates from a two-storey building in Cottingley Bridge, Bingley. The nursery serves the local area and has strong links with the other childcare services and schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year and opens from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 45 children may attend the nursery at any one time. There are currently 109 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and 14 at level 3 or above, two of whom are graduate leaders. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners promote children's learning with outstanding success as they move freely in a rich and varied child-orientated environment. The stimulating learning environment is safe, secure and fully inclusive, positively promoting children's independence, outstanding behaviour and understanding of diversity. Partnerships with parents and others are outstanding in promoting children's welfare and learning. All required policies and procedures are exceptionally maintained. Those in charge have high aspirations for quality through effective self-evaluation and identification of realistic and achievable action plans for improvement of the outstanding provision. This means children make significant gains in their learning and development considering their age and capabilities.

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

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

- build upon the already effective relationships with parents to develop their contribution to their child's development and assessment procedure to add their input into the identified priorities for learning.

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

The arrangements for safeguarding are outstanding because practitioners have an excellent understanding of the indicators of abuse and the need for protecting children. They are clear in their responsibilities and of the action they need to take should they be concerned about a child. There are highly effective supporting documents and training in place to update practitioner's knowledge base. Robust recruitment and vetting procedures contribute significantly to keeping children safe. Procedures for maintaining practitioners' continued suitability include the appraisal system, supervision and team and managers meetings. Practitioners are confident of taking any action regarding whistle blowing should they have any concerns about a practitioner's suitability. Those in charge have a very clear and achievable plan for improvement through the completion of a detailed and highly reflective self-evaluation form. Practitioners are realistic and are highly reflective in their approach. Beneficial and appropriate plans for improvement, for example, the recent development of the outdoor area for the younger children, improve the already outstanding outcomes for children.

Practitioners are supported by the graduate leaders and, as a consequence, are highly experienced and qualified in the learning and development needs of all children. A stimulating and effective educational programme means that children are supported and their learning, development and uniqueness are planned for. The superb observation system means that children's next steps in their learning are clearly identified and used to inform future planning. Involvement of parents and carers in this process enables children to make significant gains in their learning and provides an inclusive approach. The use of the early learning tracker enables practitioners to monitor children's progress towards the early learning goals.

Partnership with parents is outstanding as they are included in evaluating the provision, which supports the continuous improvement of the setting. They are provided with superb information about their child and what the provision is doing to promote their child's progress, for example, a newsletter, questionnaire, comprehensive daily discussion and written information on the babies. Highly informative notices are displayed for their information. Comments from parents confirm that the fantastic two-way channels for communication are successfully established. They feel involved and their comments are acted upon. However, the procedure for recording parental comments regarding their children's development is not as robust as in other areas. The practitioners' commitment and enthusiasm to improve and meet the individual needs of all children shines through as they support and engage with them in their play.

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

Practitioners have an excellent knowledge of the Early Years Foundation Stage which they use to plan a rich, varied and imaginative environment for all children.

The detailed observations and assessments promote children's learning as practitioners use their effective skills to watch and interpret their development and learning. This very comprehensive information is used to track children's progress against the six areas of learning. Planning is informed, and as a consequence, children are engaging in highly appropriate activities providing challenges in a motivating, secure setting, both in the indoor and outdoor spaces. Documentation to support the delivery of the Early Years Foundation Stage is robust and consistently implemented. This means children make significant gains in their learning.

The setting is extremely welcoming and highly stimulating for all children, with high quality and natural resources for all to access. Children can rest in the quiet cosy areas or choose from the well-resourced play areas. Heuristic play is promoted through the setting with high quality resources, all of which are within reach of the children. They sit and read books, telling their own tales, and they are engaged and enthralled with the messy play, digging, exploring and feeling the texture as the materials run through their fingers. They free paint at the easel, creating their pictures which they show to the practitioner with pride, demonstrating their growing self-esteem. They explore, with absolute delight, the treasure baskets as they pull out metal objects and make connections, banging them together to make noises. Younger children sit and pull the shredded paper as they explore what happens when you rip the paper. Children are highly motivated and very active learners as they make optimum use of the outdoor environment. They water the plants and move the bark from one part of the garden to the other, filling the wheelbarrow and using it to transport the material. They are active and confident as they use their physical skills on the climbing equipment. They use their imagination to act out roles in the garden shop, buying plants and digging holes in which to plant them. They negotiate how much plants cost as they use their mathematical skills to solve problems. This means they are confident and independent in their learning as they work well together. Older children self-register, finding their pictures and names and putting it on their peg. They assist in serving their own meal as they find their own name plates and set their own place for lunch. They are well behaved and understand the behavioural rules of the setting, reminding each other to be careful and take care. The implementation of the 'Baby Signing' programme is significant in assisting the children to communicate. It is extremely effective and is amazing to watch the practitioner and children use this alongside the development of their own language skills.

Children's understanding of the world is enhanced through learning about different cultures and taking part in celebrating festivals. Through highly positive daily routines, children learn about their bodies and develop their understanding of healthy practices. They enjoy home-made, nutritious foods and access their drinks of water. Overall, children play and learn in beautiful, stimulating rooms with high quality and natural resources. Most have free-flow access to outdoors and fantastic support from highly skilled staff as they develop the necessary skills for the future.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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