

# Kiddi Caru Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY357122

**Inspection date**

23/05/2011

**Inspector**

Anne Daly

**Setting address**

10 Victoria Court, New Street, Chelmsford, CM1 1GP

**Telephone number**

01245 505 323

**Email**

kiddichelmsford@childcare.uk.com

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Kiddi Caru Day Nursery is one of 20 nurseries run by The Childcare Corporation Plc. It originally opened in 2005 and re-registered in 2007, operating from purpose-built premises in the centre of Chelmsford, Essex. All children share access to a secure, enclosed outdoor play area. The nursery opens each weekday from 7am until 7pm, with the exception of bank holidays and a week's closure over the Christmas period. The nursery keeps pet snails on site.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 96 children at any one time. There are currently 144 children aged from birth to under five years on roll. The nursery is in receipt of funding for the provision of free early years education for children aged three and four years. Children from the local and wider catchment areas attend for a variety of sessions. The nursery supports children with English as an additional language and can support children who have special educational needs and/or disabilities.

The nursery employs 24 members of staff, of whom one holds a level 2 early years qualification, 17 hold level 3 early years qualifications and three hold early years degrees. Six staff are working towards further qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the stimulating environment and are making good progress in their learning and development. The management team and staff are working hard to further develop their systems to ensure that they plan for the individual needs, interests and learning styles of all children. The recently appointed management team has an accurate understanding of the strengths and weaknesses of the provision, although processes do not always involve the whole team and the users of the nursery. Overall, partnerships between providers, parents and other agencies are developing well to ensure that individual children's needs are met, while efficient safeguarding systems promote their welfare.

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

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

- develop further the two-way flow of information with parents to involve them in practical support of their child's learning and development and with their profiles
- develop further the process for effective self-evaluation, through collaborative working with staff and parents.

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

The setting has effective systems to successfully support and maintain children's safety and security. A robust recruitment and induction programme ensures that new staff are fully informed and supported in their roles. All staff are appropriately checked and vetted and there are clear systems in place for checking their ongoing suitability. They are aware of their roles and responsibilities, particularly regarding safeguarding. Comprehensive policies and procedures enable staff to take the necessary steps to safeguard and promote children's well-being, including parents completing personal documentation with their child's key person to share vital information regarding allergies, medication and any health needs of their child. If necessary, individual care plans are completed, including a staff member sitting with individual children with food allergies to ensure that their individual needs are well met. The company conducts effective yearly risk assessments, and emergency evacuation plans are regularly practised with children. Staff have good systems to ensure that the arrival and collection of all children are closely monitored and recorded.

The nursery is nearing the end of a premises refurbishment and a review of all play provision and equipment. Children are grouped according to their ages and stages of development into one of six playrooms, to effectively meet their individual needs. Older children have a free choice of indoor or outdoor play, while all other children have outdoor play timetabled into their day. Resources support the diversity of children, for example, musical instruments from around the world, while puzzles reflect disabled people. The well-organised play and learning environments are highly beneficial to promoting children's interests and learning; for example, older children make bread for their tea. The recently appointed management team is working hard to further develop staff's skills, for example, by arranging whole team training days on behaviour management.

The nursery provides an inclusive service and a warm welcome for all children and their families, including employing a special educational needs coordinator. Systems allow staff to identify a child's needs for additional support as early as possible. They share this information with colleagues, parents and, when necessary, the local authority advisor to ensure that each child with special educational needs and/or disabilities receives the required support. Staff actively promote equality and diversity by removing barriers to participation and by supporting children's language, communication and social skills, to enable all to participate and to communicate their individual needs.

The previous manager completed Ofsted's self-evaluation form, identifying key strengths and demonstrating the completion of recommendations from the last inspection to further promote the outcomes for children, especially with regard to outdoor play. The management team and regional manager have undertaken a review of the setting, with further improvements identified to enhance outcomes for children, including the planning of activities based on children's interests. However, the self-evaluation has not been updated to ensure the inclusion of the current views of staff, parents and children.

The new manager demonstrates understanding of the need for communication between other providers and partners supporting individual children to ensure progression and continuity in their learning and care. Many children go on to local schools and staff ensure smooth transitions by contacting schools to invite their staff to the nursery to meet the children. Children also visit their prospective schools with parents to familiarise themselves with the surroundings and to meet teachers. Staff help to prepare children by encouraging them to change into their PE kit for yoga to familiarise themselves with undressing and dressing after exercise. Staff help children to make smooth transitions between rooms, including visiting the new room with the child and leaving them for short periods of time.

Staff have established positive relationships with parents and carers, including initially gathering good levels of information to support their children to settle. This helps staff to respond well to children's individual care needs. Parents and carers receive a welcome pack detailing the nursery's policies and procedures, and regular newsletters. They also have access to the nursery's website. Staff complete daily diaries for the younger children with information on what they have eaten, how long they have slept and what they have enjoyed doing that day. All staff complete children's learning journeys, although systems are not fully developed to involve parents in practical support of their child's learning and development and with their profiles.

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

Children are confident, inquisitive and eager to learn; they are provided with good opportunities to help them to make progress across all areas of learning and development. The staff team have recently reviewed the weekly planning systems to ensure flexibility and to allow key persons to respond to children's next steps and individual styles of learning. Key persons are reviewing systems to enable them to use their regular observations and assessments to support the planning for each child's stages of development and progression towards their early learning goals.

Children are provided with a variety of familiar resources reflecting everyday life to encourage them to be creative in problem solving, for example, washing socks and hanging them up to dry. Very young children freely help themselves and show interest in books, while older children carry out activities by following instructions, such as reading a recipe to make bread. Children thoroughly enjoy singing familiar songs while, for example, linking words to parts of their bodies. They practise manipulative skills daily, through having access to writing materials and small but safe toys and tools. Children benefit from the freedom to explore materials such as paint, while using brushes and sponges to create and experiment. They have plenty of time to express their thoughts and ideas in a variety of ways, including wrapping ducks in expanding dough because 'they are cold'.

Children clearly feel safe, secure, at home and very relaxed within the setting due to warm and purposeful interactions with staff. They have a good understanding of

how to keep themselves safe, demonstrated when considering their own and others' safety when a peg broke. They are aware why they must be careful with nails when securing shapes to recreate simple patterns. Staff support children's understanding of how exercise, food, sleep and hygiene promote their good health, for example, by ensuring that all children can have a drink of water at any time. Children behave well and understand that they have to take turns, especially when completing simple computer programs. Consequently, they are provided with good opportunities to develop the necessary skills for their 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

<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	3
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



