

Kiddiecare Nursery

Inspection report for early years provision

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Inspector Jennifer Devine

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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

Kiddiecare Nursery registered in 2010. It is one of three nurseries owned by Kiddiecare Nurseries Limited. It operates from the first floor premises at the Hayes and Harlington Conservative Association club house in Hayes, in the London borough of Hillingdon. The nursery has access to a small garden area for outdoor play. The nursery is open each weekday from 8.00am to 6.00pm, all year round, except for bank holidays. The nursery is registered to care for a maximum of 26 children from two to under five years at any one time. There are currently 84 children on roll and the nursery receives funding for nursery education. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs six permanent staff, five of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and making steady progress in their early learning in partnership with other professionals and parents. Staff plan a range of activities to support children's development, although there are some weaknesses in the systems for observation and planning. All documentation and safety procedures are in place, as required, to promote children's welfare. Self-evaluation is undertaken, although processes do not fully identify some weaknesses of the setting. The setting demonstrates a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the observation and assessments, so they clearly identify the next steps for learning, and clearly show the children's progression towards the early learning goals
- develop the staff's understanding of interacting with children, to enable them to fully support communication and language development, and to help them learn about the effect that exercise has on their bodies
- make resources such as, technological or investigative equipment, more easily accessible to children to ensure they can make choices.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures are in place to ensure all adults are suitable to work with children. Children's welfare is well protected as the staff group are aware of child protection issues and the safeguarding procedures to follow if they were concerned about a child. Staff are deployed appropriately to ensure children's safety is of paramount at all times. Risk assessments are conducted and reviewed regularly and daily safety checks ensure the children play safely and securely in the setting and when in the garden. All documentation is in place, as required.

The process of self-evaluation is promoted, however; this is not fully effective in identifying some of the weaknesses of the provision. For example, the observation and planning processes do not clearly identify the progress the children are making. The setting is sufficiently equipped with a range of safe and suitable furniture and equipment. Children's independence is promoted as they can access most activities and resources from the low-level storage units. However, some technological or investigative resources such as calculators, cameras or magnifiers are not as easily available to the children.

Staff have a sound knowledge of each child's backgrounds and needs. Parents complete an entry profile and this enables the key carer to build up a picture of each child's routines, likes and dislikes to help them settle in. Staff have a satisfactory awareness about promoting an inclusive environment for all children. Children with additional languages are adequately supported as staff obtain some key words from parents to help children settle and have signs displayed around the nursery in different languages. They also use visual picture prompts around the nursery to support communication for all children. The nursery celebrates a variety of festivals over the year and has an adequate range of books and resources to help children understand about diversity in their society.

Parents and carers are welcomed into the setting and are encouraged to share information about their child to enable good working relationships to flourish. Staff keep parents verbally informed about their child's day and they are invited to see their child's learning profiles as they wish. A parent's forum has been introduced to share information on the Early Years Foundation Stage to enable parents to be able to contribute to their child's learning at home. Parental comments indicate they are very happy with the service provided.

The nursery has developed good links with the local authority early years team who provide support in developing the provision and in supporting children with special educational needs and/ or disabilities. The nursery has made effective links with local schools and welcome teachers to visit to help with the transition process to school.

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

Children are happy and settled in the nursery and are making steady progress in their development. The nursery atmosphere is generally calm, with children absorbed in their play. Children separate generally well from their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play. Staff plan activities to ensure they cover the six areas of learning. They observe and record the children's development on a regular basis. However, the observations made do not clearly identify the progress the children are making and therefore do not help in the planning of personalised and tailored support for each child. Overall, most children are adequately supported and supervised by staff, although there are times during the day when this is less effective. For example, some children do not receive sufficient support to promote their communication and language skills and receive little interaction from staff as they play.

Children are encouraged to develop independence and move freely from one activity to another. They play generally well together and are learning about sharing and some have formed strong friendships. Children have been involved in setting up the nursery rules and this helps promote their understanding of right and wrong. Overall, they are well behaved; and respond positively to praise and encouragement by staff. Children enjoy taking part in circle time and most children actively join in with singing their favourite songs. Children enjoy using a range of creative materials, for example, as they make models using paint, tissue paper flowers and glue. Children are interested to use the pencils and crayons and spend long periods of time absorbed in mark making activities. Some children are beginning to attempt to write their first letter or their full name on their pictures and show great pride in their work. Children thoroughly enjoy playing in the home corner and experience playing with the real fruit and vegetables and dried pasta as they pretend to cook their dinner. Children have generally good opportunities to experience the outdoors and make good use of the outdoor play area. Outdoor play is built into the routine of the day to ensure children experience fresh air and regular exercise using a range of resources. Children have a wonderful time playing on the wide range of equipment. They enjoy playing bat and ball and have great fun rocking on the seesaw.

Children are developing healthy lifestyles as they adopt good hygiene routines such as washing their hands before mealtimes and after using the toilet. They can help themselves to nutritious snacks and drinks throughout the day when they are hungry or thirsty. Children are provided with a healthy nutritious vegetarian home cooked lunch and they learn to develop their independence as they serve their own food. However, staff do not currently consider how they can support children in learning about the effects of exercise on their bodies after they have been running around outside. Children learn about keeping safe as they take part in regular fire drills, which help them understand about safely evacuating the building. They are reminded about the safety rules when indoors such as not running around and taking care when on the stairs. The nursery plans to invite people in the community to visit such as the local fire brigade or Police officers to support

children's understanding of safety.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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