

# Kiddi Caru Nursery

Inspection report for early years provision

---

**Unique reference number**

EY346415

**Inspection date**

21/06/2011

**Inspector**

Julie Neal

**Setting address**

The Willows, Nicholson Road, Torquay, Devon, TQ2 7AZ

**Telephone number**

01803 615400

**Email**

kidditorquay@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 owned and run by The Childcare Corporation. Kiddi Caru at Torquay is a purpose built nursery, which was originally registered in October 2003 and re-registered in November 2006. Children have use of seven playrooms, and there are appropriate toilet, laundry, and kitchen facilities. There are large outdoor play areas suitable for children's use.

The setting is registered on the Early Years Register to provide care for a maximum of 96 children in the early years age range at any one time. There are currently 185 children in the early years age group attending at different times. The setting receives funding for early education for three-and-four-year-old children. The setting is open all year except for Bank Holidays and over Christmas. There are currently 35 staff working regularly with children, 34 of which have early years qualifications, most of which are at Level Three or above. The setting is a member of the National Day Nursery Association's Quality Counts accreditation scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children enjoy an immensely inclusive environment, where their individual needs are respected and met very well. As a result, children make excellent progress towards the early learning and development goals, relative to their starting points. Plans for future development are based on rigorous systems of self evaluation and focus very well on achieving and sustaining high quality outcomes for children.

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

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

- review aspects of the learning environment to consider how examples of sign language can be better displayed, in order to support children's developing awareness of different ways of communicating

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

Strong leadership and management in the setting has resulted in an extremely knowledgeable staff team who have a thorough understanding of the requirements of the Early Years Foundation Stage. This is demonstrated in the effectiveness with which children are safeguarded and protected from harm. Safeguarding children is an ongoing agenda item at the settings' team meetings and all staff take part in

training in this area. As a result, staff are confident in their knowledge and have an excellent understanding of the procedures to follow in order to protect children, should there be safeguarding concerns. Employment procedures are rigorous and ensure that staff are suitable to work with children, and management systems are robust in regularly reviewing suitability checks in order to ensure children remain safeguarded. Security within the setting is extremely good, and access to the premises is strictly monitored. Risk assessments are detailed and are supported by excellent health and safety routines throughout the day that ensure children enjoy a safe and secure environment. All documentation that supports children's welfare is in place and is very well maintained. Policies and procedures are regularly reviewed in order to reflect regulatory requirements and good practice, and these are given to parents. Excellent staff deployment ensures that children of all ages benefit from high levels of adult support. For example, good organisation of staff at lunchtime ensures that babies have one-to-one adult support. As a result, meal times are relaxed and happy occasions where staff interact very well with young children as they encourage them to learn to feed themselves and to use appropriate utensils.

The management team has successfully promoted a strong culture of reflective practice within the setting. Consequently, systems of self-evaluation are excellent, with all staff taking an active role in developing action plans that promote high quality outcomes for children. Staff training and development is given an extremely high priority within the setting, resulting in a knowledgeable and enthusiastic team who are keen to share and implement what they learn. For example, in order to further support inclusion within the setting, staff have completed training in using sign language with children of all ages. This has been immensely successful, with children confidently using the signs that they learn. For instance, very young children are observed to spontaneously make the sign for 'drink' as they pick up their cups. Staff are beginning to include pictorial representations of sign language within the setting in order to further support children's understanding in this area, although this is not yet fully in place in all rooms. The views of parents and the children are valued highly, they are included in the self-evaluation process, and influence plans for the future. For example, feedback from parents has played an important part in reviewing the grouping of children within the setting. Children's contributions have significantly influenced the ongoing development of the outdoor areas, and as a result they are eager to make use of the well-equipped extended learning environment.

Excellent partnerships with parents ensures that children's individual needs are understood and met very well. Extremely good settling in procedures enable parents to get to know key people who will be involved in their children's care, and to ensure that the setting is well informed about each child's individual requirements. For example, where children have English as an additional language, staff use the settling in process very well to ensure they have sufficient words in the child's home language to understand their basic needs. Very good ongoing two-way systems of sharing information have been established, and as a result, staff remain extremely well informed about children's changing needs as they grow and develop. Parents are invited to share activities and experiences their child has enjoyed at home and to contribute to their children's individual learning plans. Children who have specific learning and development needs benefit from the

excellent working relationships that staff develop with other professionals supporting individual children's care. Information is shared very well, and as a result, plans to support individual children are extremely effective in promoting their welfare, learning and development. Some children also attend other providers of the Early Years Foundation Stage, such as preschools or childminders. Staff are proactive in making contact with these other providers to share information relating to children's learning and development, in order to ensure consistency in setting individual aims and objectives.

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

Children's welfare, learning and development are promoted extremely well. The staff team's excellent implementation of health and safety procedures protect children from harm, and raise their awareness of being healthy and keeping safe. For example, children practice the settings emergency evacuation procedures monthly, these take place at different times of day, including inconvenient times such as during meals. As a result, older children can clearly explain what they do in a fire drill; younger children have practiced the procedures with sufficient frequency that they do not become frightened, and so conduct themselves safely. Children learn to make their own simple risk assessments as they use equipment and resources. For example, a child picks up a pen that has been dropped near the stairs and shows an adult how they will carry it upstairs with the 'pointy side down' so they cannot hurt themselves on it if they should slip. Health promotion with children is extremely effective, and as a result they demonstrate a very good awareness of the importance of personal hygiene and a healthy lifestyle. For example, babies show they understand they must wash their hands before meals. They hold their hands out to staff and eagerly try to wipe their own faces with their flannels. Staff encourage them well and make excellent use of this practical routine to raise very young children's awareness of their bodies as they wash their hands and faces, such as finding their hands, fingers, mouths, and noses. Children enjoy well-balanced and nutritious meals and snacks. Menus provide children with a varied diet that includes an extremely good daily selection of fresh fruit and vegetables. Some children have complex health and dietary needs. These are met extremely well because staff ensure they receive appropriate training from parents and health professionals to support individual children.

Children of all ages make excellent progress towards the early learning and development goals, relative to their starting points. This is because staff have an extremely good understanding of the learning and development requirements of the Early Years Foundation Stage, and are confident in using their skills to provide children with rich and varied experiences that promote individual learning. Children enjoy an excellent balance of adult led and child initiated activities that support learning in all areas. Activities planned by adults are extremely well focused on monitoring children's progress in specific areas. For example, staff arrange interesting resources around the room, including bunches of keys, chains, containers and boxes, natural pine cones and wicker balls. Staff make observations of how children interact and communicate with each other and use their problem-

solving skills as they investigate the different objects. For example, they note how children mimic each other's actions as they make necklaces from lengths of chain, and observe how children concentrate very well as they try to fit different sized bunches of keys into large and small containers. Staff use their well focused and insightful observations of children most effectively to identify each child's current stage of development and to make individual learning plans that promote progress in all areas. Children's learning and development records are excellent and are very well maintained, containing extremely good evidence of children's achievements in each area of learning. As a result, they provide an immensely clear overview of the very good progress children of all ages and abilities make towards the early learning goals.

Children are extremely happy and confident and demonstrate high levels of self esteem in their interactions with each other and with adults. Children's behaviour is excellent and they show a strong sense of belonging in the setting. Babies and very young children thrive because their individual routines are supported extremely well, resulting in them developing a strong sense of security. Children talk enthusiastically about 'my nursery' and take immense pride in being given responsibility. For example, each day children eagerly volunteer to be in charge of routines such as, watering the plants, feeding the fish, helping with the recycling and composting, and laying tables for meals and snacks. Older children respond extremely well to being given responsibility for organising access to popular resources such as the computer, and the sand and water trays. For example, children use planning boards and stopwatches to ensure that each child who wants to use the equipment has a 'fair' turn. Children are active and inquisitive learners who show high levels of curiosity about the world around them. They have thoroughly enjoyed helping to plan and build a 'bug hotel' in the garden. This has led to children monitoring the numbers and species of insects and beetles that take up residence, and making drawings and charts to illustrate what they see. Children learn to respect difference and diversity within the setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<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

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)

