

# Kiddycare Ltd.

Inspection report for early years provision

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<b>Unique reference number</b>	226969
<b>Inspection date</b>	13/06/2011
<b>Inspector</b>	Alex Brouder
<b>Setting address</b>	71 Melton Road, Leicester, Leicestershire, LE4 6PN
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<b>Email</b>	
<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

Kiddycare Day Nursery opened in 1986 and operates from a large converted house in the Belgrave area of Leicester City. A maximum of 50 children may attend the nursery at any one time. It is open each weekday from 7.45am to 6pm for 52 weeks of the year, with the exception of bank holidays. All children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 67 children on roll, all of whom are within the early year's age range. The nursery currently supports children with special educational needs and/or disabilities as well as those who have English as an additional language. The setting provides funded early education for three and four year olds.

There are 10 members of staff, all of whom hold appropriate early years qualifications to a minimum of a National Vocational Qualification at Level 2. One member of staff is a qualified early year's teacher and one holds a qualification at Level 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this inclusive and welcoming setting. Staff work well as a team to ensure that, overall, children make good progress in their learning and play. In the main, resources, such as the toys, equipment and staff, are organised well to enable children to make choices in their play. Good partnerships with parents, local schools and other agencies are well established to ensure that children are fully provided for and receive any additional support that may be required. A comprehensive range of policies and procedures are in place to support children's health, safety and well-being. Systems to evaluate and improve practice to secure continuous improvement are good and include the opinion of users and staff at the setting.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the requirements for adult:child ratios are always met as set out in Appendix 2 of the Early Years Foundation Stage welfare requirements (Suitable people).
- 13/06/2011

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

- review the arrangements for observing and assessing children to ascertain their achievements and to plan for their next steps in learning
- extend systems in order to plan a balance of relevant, challenging and motivating learning experiences for each child, in particular for younger children, across each area of learning.

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

Robust recruitment and vetting procedures are in place to ensure that all staff and students are suitable to work with children. Thorough staff induction and appraisal systems ensure that all adults working with children within the setting have a clear understanding of their roles and responsibilities. Children are well safeguarded as staff are clear in the procedures to follow should they have a concern regarding a child's welfare. In addition, regular training is offered to enable staff to keep up-to-date with any changes in legislation. Good risk assessments are in place to ensure that children's safety and well-being is supported and additional daily checks are completed at the beginning and end of the day to ensure that any hazards are identified and minimised. As a result, children are cared for in a safe environment.

Parents and carers whose children attend the setting, speak highly of the caring and committed staff and good systems are in place to enable them to be informed of their child's progress within their learning and development as well as having opportunities to comment on what the setting needs to improve upon. As a result parents feel valued and listened to. The setting works well in partnership with local primary schools that children may attend which enables children to have a smooth transition. Good systems are in place to support children with special educational needs and/or learning disabilities as well as those children who have English as an additional language. For example, the nursery work with outside agencies to ensure that all children are able to make the best progress possible. The nursery have a large number of bilingual staff to support and promote the use of children's first language.. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the setting.

The setting is well led and managed. Regular staff meetings ensure that staff are fully informed of any changes and provide staff with opportunities to share good practice. Overall, the environment and resources that children access are organised effectively to enable them to make choices in their play both indoors and outside. However, the staff to child ratios are not consistently maintained throughout the day. During the first part of the morning staff to child, ratios were not appropriately in place, in particular, within the baby room. This is a breach of a specific legal requirement. The manager was able to rely on contingency plans for the rest of the day to ensure the staff to child ratios were maintained. Good systems for monitoring and evaluating effective practice are in place and the views of parents and staff are sought to inform this process. All recommendations raised at the previous inspection have been addressed showing that the setting have the ability to drive improvement.

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

Children's health and safety is well supported within the setting. They enjoy choosing from a healthy selection of snacks, such as fresh fruit and cut up vegetable sticks. They remain hydrated as they are offered regular drinks throughout the day and older children gain independence as they freely serve themselves with fresh water. Children's hygiene skills are good as they know to wash their hands before snack time, with younger children being supported in this. Older children independently use tissues and dispose of these appropriately when used. All children access the outdoor area every day and actively enjoy the range of resources accessible to them, for example, the wobbly wooden bridge, bikes, scooters and prams. Consequently children begin to develop good skills when using this equipment. Children remain safe as staff remind them of the rules for doing so, such as, holding on to the banister as they walk up and down the stairs. Staff tell them it is safe to run in the play rooms. The safety of the babies is considered as safety gates are used to limit their access to areas which may cause them harm, such as the kitchen. Regular fire drills are practised which help children of all ages to extend their safety awareness. More able children are observed to manage their own safety as they carefully and skilfully manoeuvre their bikes in and around the fixed play equipment.

Children are secure and happy in this welcoming environment. Staff have a good understanding of the Early Years Foundation Stage and of the six areas of learning that underpin this. They consider children's needs and in the main, use what they observe to plan areas to support their individual learning and development. However, this system is not consistent as at times observations are not used to fully identify what children can do and what they need to do next. This leads to planning not always linking to sufficient challenge or activities that support children's on-going learning. Staff support children's growing communication skills well through speaking with them, they ask open ended questions and sing rhymes and songs. In addition, a high number of children at the setting have English as an additional language and staff ensure that they use the language children are most familiar with alongside English, to enable children to gain confidence in their knowledge and understanding of spoken language. Opportunities to make marks are many and varied. For example, children use paint brushes of varied sizes, make lists in the home corner and can freely choose a range of materials and equipment to create their own ideas. All children engage in singing and enjoy doing so in group activities, choosing which song they would like to sing and repeating some over and over again, laughing with delight as they clap their hands together loudly at the end of the song as they shout 'pop!'.

Children begin to learn about shape and number in every day play, for example as they count how many are sitting at each table, how many shapes they have built with and during organised activities at circle time. Planning shows that various activities are planned to extend this, although these are not always planned effectively for very young children. Children enjoy problem solving as they work out how to place puzzle pieces into the correct space and push shapes through the appropriate gap.

Children's understanding of the wider world develops as they explore activities that reflect a range of festivals, such as Eid, Diwali and Easter as well as taking part in fund raising events, for example making cakes for national charity events. In addition a wide and well-chosen range of books and play materials reflect different cultures, lifestyles, languages and abilities, so effectively helping to promote children's recognition and respect for diversity. They engage in growing their own fruit and vegetables in an established vegetable plot which helps children to know and understand where foods come from and how it grows.

Children behave well and older children are quick to apologise when they upset others, for example, when knocking a child's model over they apologised and picked their model up handing this back to the child. Staff offer praise and encouragement in all that children do, helping to build on their confidence and self esteem. Children's imagination is good and this is actively supported through the good range of resources to support this, such as dressing-up, dolls, prams, pots and pans and small world toys. Older children are observed to use their imagination with others, for example, as they push the pram in the outdoor area, explaining to their peers that they are having a baby and that they will call it 'Charlie'. Children's dexterity is developing as they manipulate small pieces of paper when making collages and younger children squish their palms onto paper to make 'Fathers Day' cards.

## 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	3
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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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