

Kiddi Caru Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Kiddi Caru Nursery is one of 20 nurseries operated by The Childcare Corporation. It was registered in 2006 and operates from a building in the Empress State Building, North Fulham in the London borough of Hammersmith and Fulham. The nursery is within walking distance of public transport systems. The nursery is accommodated in a two storey building, comprising of seven playrooms with adjoining nappy changing and/or toilet facilities. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 104 children may attend the nursery at any one time. It is open each weekday from 7:30am to 6:30pm for 51 weeks of the year. There are currently 127 children on roll. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education for children aged three and four, The nursery currently supports a number of children who learn English as an additional language and special educational needs and/or disabilities. The nursery employs 32 staff, including the managers; of these, 25 hold an appropriate early years qualification and two members of staff are currently working towards a suitable qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are highly secure and make excellent progress in this exceptionally nurturing and stimulating environment. The passionate and supportive management team are highly effective in leading an enthusiastic and committed staff team. Overall, the environment is well organised and very inclusive for all children. Valuable learning experiences are planned and provided, which meet the wishes and needs of each child. Highly effective self-evaluation reflects the views of all, including the children attending. The team are highly committed to constantly build on existing practice, demonstrating their strong capacity to maintain continuous improvements and drive their excellent service further.

What steps need to be taken to improve provision further?

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

- develop the imaginative play areas to make these more enticing to children.

The effectiveness of leadership and management of the early years provision

Highly effective safeguarding procedures in this setting ensure children are very well protected. There is a detailed child protection policy and rigorous procedures in place, which are understood by staff. Children's safety and security is a high priority. Rigorous risk assessments are carried out to identify and eliminate any potential risks. The team are vigilant in ensuring children are very well supervised in the setting. Staff are very effectively deployed; ratio and qualification requirements are fully met. All the required documentation is in place and very well maintained.

The highly dedicated team work very effectively together. The strong management team recognises the unique qualities each member of staff brings to the team, and ensures these skills are used effectively to provide a supportive and caring service. Training opportunities, appraisals and recognition for their contributions, ensures staff continue to develop and remain highly motivated. The staff are very well informed about the setting's policies and procedures, and implement these effectively in their work. The views of the team, children and families are highly valued and captured in their self-evaluation. The team is committed to continue looking at ways to enhance their already excellent service, and drive further improvements. They are clearly able to identify their real strengths and areas they wish to build on. All recommendations made at the last inspection have been addressed, improving outcomes for children. This demonstrates their capacity to maintain continuous improvement.

Children thrive in this fully inclusive environment. The uniqueness of each child is recognised and catered for. For example, suitable resources such as left handed scissors are readily available. Children are greatly encouraged to respect each others differences; this is effectively supported through discussions and celebrations. Overall, the environment is well organised to meet children's needs. For example, suitable cots and sleeping areas are available for babies. The resources are stored accessibly, allowing children to make independent choices in their play. Furniture and resources are kept clean and very well maintained, although the imaginative play areas could be made more enticing to children.

Partnership with parents is highly effective. Comprehensive information regarding all aspects of their child's learning, development and individual needs is shared through daily verbal and weekly written feedback. Regular newsletters, informative notice boards and the nursery website are also available for parents. Parents' views of the service are regularly sought and acted upon. They are made to feel welcome in the setting and have many opportunities to be involved in nursery life; for example, the nursery provides stay and play sessions and welcome parents on outings and events. Highly positive links are in place with other agencies involved in the children's care. There are strong links with local schools and other settings, which greatly support children's transition and ensure continuity of care.

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

Children have an extremely strong sense of belonging in this happy and nurturing environment. They are very secure as staff pay careful attention to their individual needs; for example, they quickly recognise when babies are tired and hungry and respond appropriately. All children are highly valued, they receive lots of praise and support throughout the day. The staff encourage children to try things for themselves, which helps develop their confidence and self-esteem.

The management team is actively involved in the setting, supporting staff in fully implementing all aspects of the Early Years Foundation Stage. The key person system ensures children's individual needs are fully recognised and addressed. Sensitive observations are carried out and used along with information from parents to plan appropriately for each child's needs. Children's ideas and wishes are fully captured in these plans. Each child has their own developmental record and next steps in their learning journey. These transfer with them, as they progress through the setting. As well as details of each child's progress, these provide opportunities for parents to regularly comment on and contribute to their child's learning. Each record contains photos and examples of children's work and they are beautifully presented.

Children are very confident and inquisitive. They ask lots of questions, for example, the names of the mini beasts they look at through magnifying glasses. The staff extend children's language and thinking as they talk about their large snails and observe what they do. Children have frequent opportunities to learn about nature as they grow plants outside and take care of their vegetables in their allotment. They learn about technology as they skilfully access suitable programmes on the computer; this helps develop their skills for the future. Children are making a positive contribution; they are developing strong friendships, showing kindness towards each other, and cuddling their friends. They know the routines well and are happy to help tidy up at the end of a session. They participate in lots of activities which help them to develop a greater understanding of the wider world; for example, celebrating festivals and meeting people who help us in the community. The resources available positively reflect diversity. Children have lots of opportunities to be creative. They have a lovely time making music on the drums. They are able to feel very proud of their achievements and they receive regular praise for their lovely art work, which is on display. Children become engrossed in sponge printing and babies excitedly squeal as they watch in wonder at the bubbles floating above.

Children are developing an extremely good appreciation of healthy lifestyles; they thoroughly enjoy their freshly cooked food, which is carefully prepared to meet their individual needs. Visual displays promoting healthy eating are created by children and regularly used to discuss healthy choices. Children benefit from regular physical activity both inside and outdoors. They make regular trips to the park to use large apparatus and have great fun running around and manoeuvring wheeled toys outside. They fully participate in action songs and additional activities such as yoga. Babies strengthen their large muscle movements as they crawl and

stretch to reach their chosen toys. Children excitedly chat about the ingredients they use to make their homemade pizza and proudly show these to adults. Children have many opportunities to learn about keeping safe. They regularly participate in evacuation procedures, enabling them to know what to do in an emergency situation. The staff talk to them before they go on outings, discussing the importance of road safety. Children are learning how to play safely with each other, sharing and taking turns.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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