

Kiddi Day Kare

Inspection report for early years provision

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Inspector Shirley Monks-Meagher

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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*.

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

Kiddi Day Kare was registered in 2011. It is owned and managed by a private individual and operates from a refurbished, four-storey building in Duckinfield, Cheshire. Children are cared for in three ground floor play areas and a large first floor play area according to their age and stage of development. Children have access to secure outdoor play areas. There is ramp access to the building.

The provision is registered on the Early Years Register for 80 children under eight years at anyone time. All of these can be in the early years age group. Currently there are 55 children on roll. This includes 36 in the early years age group and, of these, one two year old is in receipt of the nursery education grant. The provision is also registered on the compulsory and voluntary parts of the Childcare Register and provides out of school care as part of the core offer.

The nursery is open Monday to Friday, all year round, between 7.30am and 6pm and children attend both full and part-time. There is before and after school care and a holiday club for children who attend several local schools. The provider manages a staff team of 13 and, of these, nine work directly with the children. Appropriate early years qualifications are held by seven of them. There is also a housekeeper and a maintenance man. The nursery receives support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and nurturing environment which supports their emotional health effectively and enables them to make good progress. The staff work closely with parents, carers and other professionals enabling them to understand and meet children's unique needs effectively. Clear systems are in place to evaluate the quality and effectiveness of the nursery promoting continual improvement.

What steps need to be taken to improve provision further?

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

- Improve the way staff interact and intervene in children's play to better encourage critical thinking and children's self-help skills
- Reorganise the toddler play space to stimulate their play and increase their opportunities to develop across all areas of learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is given good attention and is underpinned through the effective implementation of comprehensive policies and procedures. The children are well protected through the staff's secure understanding of the indicators of abuse and neglect and the procedures to follow in the event of such concerns. Furthermore, the rigorous recruitment, vetting and induction procedures that staff undergo ensures that adults who care for the children are suitable to do so. Efficient risk assessments, vigilantly managed entry and exit to the premises, well-managed recording systems and the effective deployment of staff contributes significantly to children's health, safety and security.

The manager's passion and enthusiasm is shared by her staff and they work well together to create a harmonious environment where, overall, children are active learners and critical thinkers. The reflective practice of the whole staff team is supplemented by input from parents, children and other professionals to successfully evaluate and engage in changes that bring about improvement, for example, the inclusion of growing areas in the development plans for the outdoor play areas and the refining of the children's individual tracking documents to better monitor their individual progress and future learning. Regular staff meetings and frequent opportunities for staff development and training ensures that all keep up-to-date and continually improve their skills and practice for the benefit of the children. This shared positive attitude to improvement is a key factor in the nursery's ability to maintain continuous improvements.

Good relationships with parents and others emerge from the secure communication methods used by the nursery staff. Parent feedback is actively sought and valued. Parents receive good levels of information about all aspects of the nursery provision through several good sources, such as displays, noticeboards and their individual policy and procedure booklet. Effective sharing of children's developmental records and communication books ensure parents are kept well informed about their children's care and achievements. Parents join in their children's learning through simple activities, such as taking Jo-jingles home with them and adding comments to children's journals about home learning and interests. Developing partnerships with local schools eases children's transitions into education.

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

Throughout the nursery children are well settled and overall are engaged in activities which interest them. Toys, equipment and activities, in most cases, are effectively organised to create an enabling environment which underpins children's choice and play opportunities, both indoors and in the outside play area. However, this is less successful in the toddlers play space and, as a result, their choices of play do not fully address all areas of their learning. Photographs of children at play and samples of their work are attractively displayed, engendering a sense of

belonging in the children. Furthermore, an effective key worker system provides them with the ability to form trusting relationships with consistent adults. As a result, children feel safe and secure in the nursery and this gives them a good basis to play, explore and learn.

Children are generally challenged appropriately by staff and this enables them to extend their learning and pursue their individual interests. They develop their communication skills well because the staff spend their time playing and talking with them. The staff encourage children to think things through by using open-ended questions, but sometimes they do not give them sufficient time to formulate their responses before they intervene. Staff's eagerness to interact with the children, at times, also limits the development of their self-help skills. Overall, sensitive observations and assessment is used well by the staff to tailor the individual support children need to reinforce their learning and extend it.

Children are becoming aware of responsibility as they help to tidy away toys before their lunch. Behaviour is good in the nursery, further promoting children's sense of security and encouraging their safe behaviour. Positive methods are used consistently to help children understand the need to share and take turns and their kindness to each other is praised and celebrated. Children enjoy handling a wide variety of textures in their play and show a keen interest in exploring natural materials. They explore how properties change, for example, when they bake cakes, thicken the sand with water or mix paint colours to create shades or new colours altogether. Children love stories, whatever stage they are at. They have favourites and join in enthusiastically with the parts they know well. The older children are becoming aware of letters and sounds through rhyming stories and are beginning to form recognisable letters as they write their names. Children are developing skills and attitudes which will underpin their future learning.

Children learn about healthy lifestyles at the nursery. They go swimming twice a week and enjoy trips to the gym. They play outdoors in the fresh air for lengthy periods and learn about healthy food options. They develop good personal hygiene habits and choose water as a drink of choice. Menus are varied, healthy and nutritious. They are freshly prepared on the premises and respect children's individual dietary requirements.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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