

Kiddi Caru Nursery

Inspection report for early years provision

Unique reference number EY217012
Inspection date 23/03/2009
Inspector Paula Jane Hayhow / Susan Tuffnell

Setting address 7 Holme Street, Bedford, Bedfordshire, MK42 9AU

Telephone number 01234 272262
Email kiddibedford@childcare.uk.com
Type of setting Childcare - Non-Domestic

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).

Description of the setting

Kiddi Caru Nursery opened 2001. It is a privately owned day care provision managed by The Childcare Corporation PLC. It operates from two storey purpose built-premises in the centre of Bedford, Bedfordshire. A slope to the main entrance means that the premises are easily accessible. Children have access to a fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday from 07:30 until 18:30, 51 weeks of the year. A maximum of 75 children may attend the setting at any one time. There are 75 places for children in the Early Years Foundation Stage (EYFS) and there are currently 100 children attending who are within this age group. Children come from within the local area and from further afield to attend the nursery. A small number of children attend other settings, such as local pre-schools.

There are 17 staff members, of whom 15 hold a relevant childcare qualification. One staff member is working towards an appropriate childcare qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The nursery planning of activities takes account of each child's individual needs, abilities and developmental stages, therefore ensuring that all children are offered a stimulating range of activities and play opportunities enabling them to make steady progress in their learning. The staff create a generally safe and welcoming environment, with sound procedures in place to develop children's potential and build secure relationships, such as a key worker for each child, but not all systems are implemented fully which could impact on the children's development and well-being. The management team are aware of their strengths and weaknesses within the setting and there are solid systems in place to review practice which identifies areas needing improvement. The group have aims to continuously improve their practice ensuring that all children are offered positive play and learning experiences.

What steps need to be taken to improve provision further?

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

- ensure that hazards to children, both indoors and outside, are kept to a minimum; this refers to the water in the wheelbarrow, the unsecured cupboard locks and the uncovered towel bins
- ensure that all staff members understand and can implement the safeguarding policy and procedure
- ensure that staff adhere to the behaviour management policy so that children's behaviour is managed effectively in the pre-school room
- ensure that there are effective systems and routines in place to meet the individual needs of all the children. This refers to the organisation of lunch

time, story time and tidy-up time in the pre-school room.

The leadership and management of the early years provision

Comprehensive and effective safeguarding policies ensure that children are protected. For example, there are clear recruitment, vetting and induction procedures to ensure that all staff are suitable to work with children, knowledgeable and well informed regarding nursery practice. However, children's well-being could be affected as some staff are unclear about procedures, such as safeguarding children. The daily implementation of the setting's practical policies supports the efficient running of a generally safe provision. For example, all staff check the premises for hazards before the children arrive, undertake regular emergency evacuation and have sound risk assessments for the premises and visits to the river to feed the ducks. However, some areas of the nursery are not fully checked for hazards which could impact on the children's safety. The provider has implemented clear systems to monitor and evaluate the provision, staff and children, such as monitoring children's assessment records, accident books to prevent incidents and undertake regular appraisal of staff to discuss progress and identify training needs. Relationships with parents are positive and they are routinely involved in the nursery through daily dialogue, newsletters, open evenings, communication sheets or books and through questionnaires. The response from parent questionnaires has been promptly actioned, such as a change of cleaning contractors and all recommendations raised at the previous inspection have been completed.

The manager offers clear guidance to staff and has procedures in place to support the smooth running on a day-to-day basis. Resources are well used, stimulating and meet the needs of the children attending enabling them to have opportunities to explore, play and learn. The manager and staff are committed to improving their knowledge base and some have attended EYFS training and most have attended the 'Quick response to allergy reaction' course. However, whilst the planning is clear and comprehensive, based on each child, some areas of organisation are not assessed or implemented appropriately. For example, behaviour is disruptive in the pre-school playroom because staff do not consistently implement play rules, for example, on the computer. Story time, tidy-up time and the lunch period is constantly disrupted by the children because of the poor organisation by the staff.

The quality and standards of the early years provision

Children are offered opportunities and a range of imaginative activities to enable them to make effective progress across all areas of learning and development. Children benefit greatly from the staff's involvement in the activities because they show an interest in what the children are doing and ask questions to extend their learning. Staff give praise and encouragement for the children's endeavours and efforts and smile and laugh with them. Comprehensive observations and assessments ensure that the individual needs of all children are fostered well. The development files include individual planning and targets for each child across the

six areas of learning. The thoughtful planning of the environment and the presentation of resources encourages children to explore and investigate the activities. Children talk about how colours change as they mix and blend paint to create different patterns and effects with sponges and rollers. Children enjoy filing, pouring and building with sand. They discuss how much more sand they need to fill the different sized containers and describe how sand feels on their skin. Children have ample opportunities to practise physical skills outside on the challenging equipment. Children jump, stretch and run on the spot as they listen to instructions from staff in a warm-up game. The outside area is used imaginatively as a learning environment. Excellent topics, such as 'Pirate Jack's treasure hunt' encourage children to follow clues, read the treasure map and plot their route to dig for the treasure. The 'all school' involvement in road safety awareness covered many areas of learning. For example, children build roadways to create junctions, roundabouts and crossings. They take roles as police and crossing assistants and act out scenarios to raise their understanding and knowledge of safety. However, daily routines, such as toileting, mealtimes and tidy-up time in the pre-school room are constantly disrupted because of poor organisation by staff. For example, children are bored and uninspired at story time because they are removed from the group for toileting, children wait a long time at the table for their lunch to arrive and become disruptive and loud and children have no direction from staff at tidy-up time and most do not join in. Children display challenging behaviour in the pre-school room as staff are not consistent with behaviour management. For example, rules laid down by staff are not reinforced at the computer table and children show little respect for resources and are not encouraged to tidy away after them, leaving books and toys discarded on the floor, causing a safety hazard. Children are very keen to help set the table at lunch time. However, safety is compromised as children are not supervised as they walk around with cutlery.

Attractive and stimulating resources in the baby and younger children's rooms encourage them to explore and investigate their environment. Close and affectionate relationships with staff are evident as children respond with smiles and chuckles to the positive attention given by staff. Babies watch intently as staff sing to them and cuddle them. Children are encouraged to be mobile and the environment is designed to help them with plenty of low equipment. Babies are supported as they practise walking and are given lots of praise and encouragement. Babies rock forward and backward to the children singing and playing instruments in the adjoining room. Attractive sensory and heuristic toys, such as bright shakers, musical interactive toys, construction resources, sand and water encourage babies to investigate. For example, children explore the feel of the soapy water with their fingertips. They pick up plastic fish and squeeze to make them squirt water which makes them all laugh. Children are very happy and settled.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

