

# Kidaroo Childcare Limited

Inspection report for early years provision

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| <b>Unique reference number</b> | 226457         |
| <b>Inspection date</b>         | 08/12/2011     |
| <b>Inspector</b>               | Elaine Poulton |

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|-------------------------|--|
| <b>Setting address</b>  | Ravenhurst County Primary School, Ravenhurst Road,<br>LEICESTER, Leicestershire, LE3 2PS |
| <b>Telephone number</b> | 07917 334963   |
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| <b>Type of setting</b>  | Childcare - Non-Domestic   |

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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

Kidaroo Childcare Limited pre-school has been registered since 2001. It is part of the Kidaroo Childcare Limited Group. It operates from a self-contained, purpose built, single-storey building in the grounds of Ravenhurst Primary School, Braunstone, Leicestershire. All children have access to a secure outdoor play area.

Currently there are 115 children on roll including 85 children who are in receipt of nursery funding. The setting is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is open from Monday to Friday all year round except for two weeks during the Christmas period. Opening times are from 7.30am until 6.00pm. An out of school provision also operates from the setting. Children are able to attend for a variety of sessions. The provision provides support to children with learning difficulties and/or disabilities.

The setting employs 14 staff to work directly with the children. Of these, nine hold an appropriate early years qualifications to level 3 including the manager. The manager also holds a degree in early years studies. The setting holds membership with the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development because they thoroughly enjoy their time in the setting. Staff recognise children's interests and individuality and have a good knowledge of the Early Years Foundation Stage. Most staff plan, observe and assess children's progress toward the early learning goals effectively. Staff have excellent relationships with parents to secure knowledge of children's individual and routine needs. Systems to monitor and evaluate the service are very good which provides a secure basis for continual improvement and better outcomes for children and their families.

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

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

- ensure that staff understand and implement the up-to-date safeguarding children policy
- improve systems for dealing with potential hazards with particular regard to latches and locking mechanisms on caravan windows
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in children's developmental progress.

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

Procedures for safeguarding children in this setting are good. There are robust staff vetting, induction and continued suitability procedures in place. Staff are vigilant with visitors and security in and around the setting. Most staff have paediatric first aid and basic food handling and hygiene qualifications to support their good practice. Written policies, procedures and parental permissions are clear and shared with parents. The setting has a good risk assessment to ensure children's safety is promoted. However, additional daily safety checks are not always fully effective. For example, some windows are not always made secure which has the potential to compromise children's safety. Most staff have a clear awareness of the setting's child protection policy and to whom they should report a concern, but not all staff have a thorough understanding of the procedures to follow if there was an allegation made against member of staff. However, firm plans are in place for all staff to undertake further training in safeguarding. Children are helped to recognise and respond to hazards and dangers through regular activities such as practicing emergency evacuation procedures. This helps to develop their awareness of keeping themselves and others safe. These measures are effective in promoting each and every child's good health, safety and welfare.

All children have access to an excellent range of resources toys and games to enhance and extend their learning. This includes an extensive range of laminated pictures, posters, words in different languages, photographs and visual prompts that are used effectively indoors and outdoors to support children's development. An effective range of equipment is available to reflect different ethnic groups, gender, age, cultural differences and disabilities. For example, the setting celebrates differences and uses positive images of the children and their families in displays throughout the learning environment.

Staff foster exceptionally strong relationships with parents, carers and extended family thus helping to ensure that children settle quickly and feel secure. A superb range of quality information is shared with parents through a number of highly effective ways. For example, sessions such as 'Chatter matters' and 'Male days' and 'Play days' are organised. Parents forums are well attended and individual learning journeys are readily available should parents wish to make any comment or contribution. Parents speak highly of the setting's approach to sharing their children's experiences and feel well informed regarding their children's care, learning and development. Older children are keen to share their evaluation of the provision and state that 'All the children in England should be able to come here because it is amazing.' Partnerships with others who are involved in the assessment process are good. Staff work well with external agencies to support the inclusion of children with special educational needs and/or disabilities as and when the need arises. Good links are established with local nursery school teachers to support children moving from one setting to another. These measures ensure continuity of care and learning for all children during transition times.

The setting uses the Ofsted self-evaluation form which is reflective. All staff are

involved in the evaluation process as are parents and children. The setting is good at identifying strengths and most areas for improvement. The manager is currently undertaking an audit to ensure all profiles contain the appropriate documentation to fully support children's learning and development. However, not all learning profiles are consistently well documented and some assessment records are incomplete. Management is supportive of staff undertaking training. For example, all staff have completed specialist training in 'Enabling boys to achieve' and 'Every child a talker' and a Makaton signing course is planned to further enhance good practice. The setting welcomes support from the local authority to support good practice issues. The recommendations raised at the setting's last inspection have been addressed resulting in improved outcomes for children. The manager is currently undertaking Early Years Professional Status to ensure the setting makes continual improvement in all aspects of the early years framework. The setting is currently in negotiations with the school to explore the possibility of providing a hot meal at lunch time as an alternative to a packed lunch. There are also firm plans in place to extend the outdoor play provision. This positive and professional attitude to ongoing evaluation assists the setting to effectively consider ways to improve the quality of the service provided to children and their families.

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

Staff have a secure understanding of the early years learning and development framework and how children learn through play. Observations are sensitively undertaken and recorded but some assessment profiles do not show the next steps in children's learning and development. However, staff are skilful in identifying children's particular interests and learning preferences or schema. They plan a broad range of activities that are purposeful, developmentally appropriate and meaningful. Staff fully utilize the wide range of resources indoors and outdoors and consequently this ensures that most children make good progress towards the early learning goals.

Younger children settle quickly, are happy and respond well to the individual time and attention they receive. Younger children's physical skills are developing well as resources are made available to encourage them to become more mobile. Children enjoy looking at picture books and listening to stories and staff encourage them to repeat the names of different animals, colours and shapes. Staff have a full understanding of how to inspire young children to learn and progress. For example, they use fun phonics to teach older children the sounds that letters make. Children are eager to demonstrate their recognition of letters and some familiar words that are displayed as labels around the learning environment. During play and daily routines children clearly enjoy mark making for a range of purposes. Some make clearly recognisable letters to form basic words including their own names. Children have regular contact with more senior adults as they join them for story times. This helps develop their language and communication skills effectively.

A high emphasis is given to supporting children's interest in imaginative play and to encouraging them to participate and be actively involved in their own learning.

For example, children are helped to make their own super hero story book using 'super fruits' as their theme. Photographs of children and staff dressed as super heroes illustrate their book. The outdoor area is specifically and successfully organised to inspire children to become active learners. Children have great adventures outdoors wearing wellington boots and waterproof clothing. They thoroughly enjoy digging in mud puddles, climbing trees, experimenting with water and sand and transporting logs and branches from one den to another. They form friendship groups and play happily together in the static multi-use caravan. Overall children are well behaved and are consistently praised for good behaviour and gently reminded when their behaviour is not acceptable. This helps them consider how their behaviour affects others. Children's understating of shape and size and use of number is effectively fostered by the learning environment. They have access to a range of tools and equipment, natural materials and battery operated resources which they are keen to explore. As a result, they are developing skills to equip them in the future. They are totally absorbed in their play as they make kites from paper and twigs and they notice that the kites 'flutter and ripple' in the wind. Staff are skilled at capturing everyday opportunities to challenge children to use number and to solve basic problems and by providing first hand daily experiences for them to learn about the natural world around them.

Children are exceptionally well supported to adopt healthy lifestyles. Younger children and toddlers are very well supported at nappy change and during toilet training. Children are praised for eating healthy and parents support the healthy eating theme by bringing in pieces of fruit for the children to share. Meal times are very social occasions where staff offer appropriate support as and when needed. Children develop excellent understanding of safety issues. For example, they take part in road safety activities with the local police. They also know they are not to run indoors and the reasons why. Older children also safely use a number of tools such as hammers, nails and spanners with growing confidence. Out of school children wear their high-visibility jackets when walking to and from school so that they can easily be seen. Younger children show that they feel safe by confidently moving from one area to another and from indoors to outdoors. This helps children to develop a high regard for their own and others safety. All children have free access to outdoor play and can take part in an extensive range of physical games and activities or enjoy the fresh air. The outdoor area is exceptionally well equipped to support children's all round learning and development. Older children actively involve themselves in planting and growing a range of bulbs, seeds and plants. Very young children play with an array of sensory resources, wheeled toys and they manoeuvre around furniture and equipment developing their physical skills well. All children are able to rest or sleep and be as active as is appropriate to their individual needs. These measures contribute extensively towards children's good health and well-being.

## 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

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|--|---|
| <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   | 1 |
| 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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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            | 1 |
| 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**

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|---|-----|
| 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 |
|--|-----|