

Kiddiecare Nursery

Inspection report for early years provision

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Inspector

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Type of setting

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

Kiddiecare Nursery is one of four nurseries run by Kiddiecare Nurseries Ltd. It opened in 2011 and operates from a purpose-built nursery within Botwell Green Sports and Leisure Centre Hayes, in the London Borough of Hillingdon.

A maximum of 20 children aged from two years to under eight years may attend the nursery at any one time. It is open each weekday from 1pm to 4pm during term time only. Children have access to a secure, enclosed, outdoor, play area.

The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It is registered on the Early Years Register and on the compulsory part of the Childcare Register.

There are currently 21 children aged from two to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The nursery employs five staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a safe and caring environment for children. Staff have a sound understanding of the Early Years Foundation Stage learning requirements so that children generally make sufficient progress towards the early learning goals. However, there are weaknesses in the promotion of children's personal, social and emotional development. There are also weaknesses in the promotion of communication and language concerning the use of the environment and resources. The staff generally work with parents appropriately to meet the individual needs of the children. The manager and her staff have sufficient capacity to maintain continuous improvement in their practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- strengthen the key person system to develop secure attachments with children and build more positive relationships with parents, in order to meet each child's individual needs appropriately and enable them to make good progress in their learning and development
- create an environment that is rich in signs and words that take into account children's different home backgrounds and cultures
- display pictures and photographs showing familiar events, objects and activities and talk about them with the children.

The effectiveness of leadership and management of the early years provision

Staff are secure in their knowledge and understanding of safeguarding issues, including the procedures to follow to report concerns. Suitable recruitment procedures are in place. These include all staff having suitability checks to work with children. Detailed risk assessments of the premises also help to protect children from harm. In addition, all the records and documents required for the safe and secure running of the nursery are in place. The security systems adopted on the premises prevent intruders from gaining access to the children and children from leaving unsupervised. Children generally learn how to help keep themselves safe. For example, they routinely participate in emergency evacuation drills and are given guidance about how to handle scissors safely.

The manager and her staff reflect upon and evaluate their practice appropriately. Together, they identify areas to prioritise for improvement. These include further safeguarding and behaviour management training for staff. Parents are able to share their views about the nursery by completing questionnaires. Comments by parents indicate that they are happy with the service provided.

The nursery has a range of suitable resources to promote learning and development. The room is conducive to learning, because it is spacious, clean and light. Children independently select play materials of their choice from drawers and shelves. Staff deploy themselves around the nursery to monitor the well-being of children and generally support their learning.

Staff engage appropriately with parents. Staff and parents complete forms together at the beginning of the arrangement, in order to obtain relevant details about each child. Many parents and children are learning English as an additional language; consequently, not all information is able to be shared or used effectively. This results in children taking longer to settle and not fully understanding what is expected of them throughout the session. The key person system is not sufficiently developed to build an effective, positive relationship with all parents. Key persons do not robustly work with children to provide the reassurance they need to enable them to feel safe and secure. Although levels of engagement with each child and family are adequate, suitable measures are not in place to overcome barriers to children's involvement and achievement.

Staff work helpfully with other parties offering support to children, such as speech therapists. The nursery also understands the importance of sharing relevant information with other early years settings that children attend, in order to appropriately support their learning. Staff promote equality and diversity reasonably soundly. They use resources that reflect diversity and celebrate a range of festivals to help children learn to value and respect cultures different to their own.

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

Generally, children enjoy their play and make satisfactory progress towards the early learning goals. Staff use the observations and assessments they carry out to plan activities that cover each area of learning. The nursery makes regular use of the library based within the centre. Children select books and enjoy stories. Pencils, chalk and other resources enable them to practise early writing skills. However, the room lacks signs and words in English and other languages to enable children to see that print carries meaning. Also, there are few opportunities for all children to be included in conversation. This is particularly relevant for children learning English as an additional language, because they become disengaged and cannot contribute effectively during whole group sessions. Children gain suitable skills for the future. They interact enthusiastically with resources that enable them to develop the skills needed to operate information and communication technology. They select and play favourite CDs and enjoy playing games on the computer. Children use puzzles and matching games to help them learn to count and to solve problems.

Children are effectively learning the importance of adopting a healthy lifestyle. They enjoy healthy snacks, which include fresh fruit and breadsticks. Staff talk to them about which foods are good for healthy bodies. They routinely wash their hands before eating and at other appropriate times during the session. Children make good use of the large garden for physical exercise. They have ample space to run around and enjoy water play and riding bikes. The manager plans to further promote children awareness of why physical exercise is important by using resources, such as puppets.

Most children are settled at the nursery, forming friendships and displaying a strong sense of belonging. However, children learning English as an additional language are less well settled and secure. They are not always aware of what is expected of them and so do not take full advantage of the events and activities going on around them. This prevents them from making good progress in their learning and developing good self-esteem and confidence. Staff generally look after the children with care and kindness.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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