

Kiddi Caru Nursery

Inspection report for early years provision

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Inspector Cordalee Harrison

Setting address Kiddi Caru Day Nursery, Fyfield Barrow, Walnut Tree,
Milton Keynes, Buckinghamshire, MK7 7AN
Telephone number 01908 692469
Email kiddimiltonkeynes@childcare.uk.com
Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Kiddi Caru Nursery registered in 2001. The nursery is registered on the Early Years Register and is one of 20 nurseries run by The Childcare Corporation, which is a private company. This provision is located in Walnut Tree, Milton Keynes, Buckinghamshire and it operates from purpose built premises. Children use five rooms for their activities and there is a kitchen, toilet, washing facilities and nappy changing area. There are two enclosed gardens for children's outdoor activities and there is a staff room and office.

The provision opens each weekday from 7.30am to 6.30pm for 51 weeks a year. It is registered on the Early Years Register. A maximum of 69 children who are in the early years age group may attend the provision at any one time. There are currently 82 children aged from three months on roll. The provision receives funding for free early education for three and four-year-olds. The provision supports children with special education needs and/or disabilities.

The Provision employs 21 staff, including the manager. 18 staff are qualified to level 3 in early years childcare and education; eight of whom also hold childcare and education qualifications to level 4 and one staff member has qualified Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, most children make very good progress in learning and development; this provision provides an inviting learning environment for all children. Staff make thorough use of the provision's policies and procedures; they meet children's welfare, health, safety and most aspects pertaining to inclusion very well overall. There are excellent partnerships with parents and good partnerships with other professionals; this is central to the individual care that children receive. Through strong leadership and enthusiastic staff, the provision demonstrates excellent capacity for continuous improvement. The self-evaluation is robust and management and staff are single-minded to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the system for children's transition between rooms, for example, by making sure that staff exchange sufficient information and put appropriate strategies in place to achieve continuity during periods of transition.
- develop staff's knowledge of how to tune in to children, for example, by recognising when to give time for children to pursue their learning without

interruption.

The effectiveness of leadership and management of the early years provision

The provision makes excellent arrangements to safeguard children's welfare. Staff consistently give the highest priority to safeguarding all children. Effective implementation of the provision's robust policies and practices, such as health and safety significantly enhances children's well-being. Through safer recruitment practices, the provision assesses all staff's suitability. Staff are very confident in their knowledge of what to do if there are concerns about children's well-being. The management uses all opportunities to keep the different aspects of safeguarding uppermost in staff's practice. The provision uses risk assessments and regular hazard checks routinely to create safe physical environments for all children. Documentation that is required to safeguard and promote children's health and welfare is in place and they are up-to-date. These include a record of attendance for children, staff and visitors, children's record forms, accident and medication records.

All areas are well equipped to meet the needs of the children who use them. Hygiene practices in all areas are extremely high. Staff support children extremely well to begin to care for their personal hygiene needs. The consistently high hygiene standards significantly reduce the risks of cross infection between individuals. All children eat food that is varied, balanced and nutritious and this lays a solid foundation for children to eat healthy.

Through training and robust self-evaluation, the provision is driving improvement exceptionally well, for example, the vast majority of staff are highly qualified. The provision maintains essential qualifications such as first aid, food and hygiene up to date. The management is knowledgeable about new initiatives in childcare and education. They use this information to drive improvement for children's learning and development. The provision deploys its resources effectively. The most qualified, experienced and enthusiastic staff supervise children's activities. Staff support most children well to maximise their use of the available resources. Staff help children to learn to manage their behaviour because they know the importance of good behaviour to facilitate equality and inclusion. There are trained special educational needs coordinators on the staff team. The provision makes effective arrangements for other professionals to work with children with special educational needs and/or disabilities in the provision.

Close working relationships between the management, key persons and parents enables staff to gain good quality information about children's starting points. Parents are confident that staff will respond quickly to address any issues that arise, this promotes inclusion well overall. However, staff do not always communicate all useful information between each other. This reduces the opportunities for some children to continually build on what they know. The provision involves parents in its operations, such as extending children's learning, developing policies, evaluation and improving the physical environment. Parents praise the provision highly for many aspects of their work, but most of all for the

confidence that children demonstrate in their learning.

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

The nurturing environment supports most children well and motivates their curiosity to learn. Children across the nursery are enjoying and achieving very well overall and they are developing good skills for the future. Some children are exceedingly confident. They demonstrate their deepening knowledge and skills across the areas of learning. Some older children write for different purposes, such as to state their likes and dislikes. Children respond to questions knowledgeably, reason their ideas through and give information confidently. Observations, planning and delivery of activities are effective in the provision. This helps individual children to make good progress overall in learning and development. However, there are times when staff miss opportunities for children to extend child-initiated activities, because they interrupt children's play for general routines.

Well-differentiated activities across the provision enable children to experience topics in ways that suit their developmental stage. A very well-planned programme of activities is accessible to all children and this promotes inclusion very well. Additionally, visual timetables help children to understand what will happen next. With the use of scissors, spoons, forks, knives and the computer mouse children show their competent use of tools in everyday tasks. Children demonstrate good social skills. They participate positively in large group activities, such as mealtimes, story times and focus activities. Children are learning that good behaviour helps to make sure that everyone can hear and participate.

Younger children are engaging; they make eye contact and respond with smiles and gestures. For example, the babies laugh with excitement; they know that the book means a story. Their gestures and actions show that they are enjoying their activity and that they feel safe. Across the nursery children demonstrate that they feel safe, older children engage with staff freely, ask for help when necessary and give their opinions. Children take some responsibility for maintaining the safe environment. For example, they take action to reduce slipping and tripping for themselves and others. Children show that they are developing extremely good understanding of safety. Through their good behaviour and by helping others in the provision and in the community, children are making positive contributions.

All children are developing a deep knowledge of different aspects of healthy lifestyles. Children are learning that there are times when they must consider the health of others. Older children in particular are knowledgeable about food and practices that are good for the health. Children know that good quality food helps them to grow big and strong and they are quick to share this knowledge with others. Through a wide range of physical activities and exercises, children begin to feel in tune with their bodies. This encourages them to set their own physical challenges.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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
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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	1
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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