

# Kiddicare

Inspection report for early years provision

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**Unique reference number**

EY337394

**Inspection date**

04/04/2012

**Inspector**

Jackie Scotney

**Setting address**

Chantry House, 11-13 Watling Street, Bletchley, MILTON  
KEYNES, MK2 2BU

**Telephone number**

01908 277356

**Email**

info@kiddiecarecreches.co.uk

**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

Kiddicare registered in 2006. The provision is privately owned. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision is located in Bletchley, Milton Keynes, Buckinghamshire and is located in a converted building. The baby room is on the first floor. In addition, to the baby room, sleep area and milk kitchen there is a large hall that is used for children's physical activities at this level. Provision is made on the ground floor for children who are aged over two years. A kitchen, toilet and nappy changing facilities are in close proximity to the main rooms where children are based. The provision is registered to care for 40 children aged under eight years at any one time. Of these, no more than 12 may be aged under two years at any one time. Currently, there are 52 children on roll. Of these, 43 are in the early years age group and nine are in the age group for the compulsory part of the Childcare Register. Children aged three and four years are funded for early education. The provision supports children who learn English as an additional language, as well as children with special educational needs and/or disabilities. It offers full day care, pre-school sessions and after school care. The opening times are from 8am until 6pm, Monday to Friday. There are 13 members of staff who work directly with the children; of these, one is qualified at level 6 in childcare and education, nine are qualified at level 3 and three are qualified at level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well due to the setting's good organisation and overall good use of resources. The development of tracking procedures and target setting for all children demonstrate that staff know the children well; as a result, they make good progress according to their starting points. The setting's close partnership with the local authority has enabled a clear action plan for ongoing improvement. Policies are implemented consistently and support children's welfare effectively. Children happily engage in self-chosen as well as planned activities. Overall, good partnerships with parents and other professionals have contributed to the progress of individuals within the setting.

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

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

- develop parental partnerships further to engage parents in sharing information about their children's learning at home
- improve free access to a range of resources for information and

communication technology (ICT) for older children so that they can apply such skills in their learning.

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

The setting has effective systems in place to safeguard children. Staff have a good awareness of their responsibilities in regard to safeguarding and are aware of the procedures to follow in event of any concerns. Five members of staff have training in paediatric first aid. Since the last inspection, medical records now include all required information and weekly checks of these are undertaken. Vetting procedures are effective; all members of staff have a cleared Criminal Records Bureau Disclosure and checks, which are quickly obtained. High levels of security, such as locked doors and close circuit television cameras in every room, help keep children safe. The manager has developed the regular fire drills, using variations on evacuation patterns to ensure all staff and children are well prepared for any eventuality. Daily checks of each room are undertaken with any observations noted and action taken immediately to prevent hazards to children.

Healthy eating is promoted through the provision of fruit for snack and by working with parents to encourage the provision of healthy packed meals. Clear guidelines are issued to parents related to healthy eating. Since the last inspection, food and drink specifically for individuals is now labelled. The setting's policies and documentation are reviewed regularly and the manager is working with the local authority on an audit of these. This is a work in progress and there is evidence of ongoing improvement. The setting has also made progress in its risk assessment, which now includes a risk assessment of the vehicle used to transport children. The setting is currently working with the local authority on a thorough action plan to ensure that all records, including those related to the vehicle used to transport children are in place.

Overall, the setting deploys its resources well, including staff, who have suitable qualifications. The manager has a clear vision for the setting and encourages staff to develop their professional practice, so they are keen to acquire additional qualifications and attend training courses. As a result, they are able to plan and provide an interesting range of activities to meet individual needs. There is an interesting variety of resources on offer to suit children of all ages, with all children engaged in a variety of activities according to their interests and needs. The setting has clear plans for improvement and is working on updating self-evaluation procedures so that room leaders play a greater role in this process. Since the last inspection, the setting has improved methods of observing and evaluating each child's progress. This has been enhanced through the use of an assessment tool that focuses on children's well-being and involvement, and supports practitioners in planning how to help all children reach their full potential, whatever their individual requirements.

Overall, relationships with parents are good; effective systems are in place to inform parents about their children's experiences at the setting. Parent comments

include 'I am very happy'. Staff understand the need to further develop their parental relationships. Currently, parents are not fully encouraged to share examples of their children's achievements that they have seen at home with the setting. The setting benefits from close links with the local authority; regular visits from early years childcare and education professionals provide staff with up-to-date training and, as a result, enhance outcomes for children. The setting's special educational needs coordinator confidently identifies and supports individual children's needs, successfully liaising with external agencies, such as speech and language therapists where necessary.

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

Children happily settle into their environment and have established good relationships with a designated member of staff, their 'key person'. New arrivals to the nursery separate from their parents well; they benefit from the flexible settling in period and respond positively to the adults in the setting. Mutual respect between staff and children creates a calm and purposeful environment. The planning, observation and assessment procedures are effective in enabling staff to provide suitable experiences for children of all ages, with a good balance of self chosen and adult planned activities. Staff clearly know the children and are able to plan suitable activities for individual children; as a result, children make good progress.

Children extend their learning and development in all areas through the age-appropriate activities that staff plan. Learning intentions are considered and result from information gained through child observation; these enable children to acquire good skills for the future. The children effectively develop their knowledge of language, literacy and numeracy skills through play. Well planned resources are provided in the home corner with which children recreate stories, such as 'The three little pigs' through role play. Children show clear enjoyment and understanding when using character masks to recreate stories. The setting's involvement in a special project has helped develop children's communication, language and literacy skills well, preparing them for their next stage of education. An awareness of number and counting is promoted through games and activities, such as an adult-led game of snakes and ladders. Children problem solve competently through using a range of resources. They enjoy setting their own challenges and create three dimensional shapes independently by using construction material. There is provision for children to access technology; for example, those in the baby room show clear enjoyment when using interactive toys with their key person. Older children currently have fewer opportunities to use a range of ICT resources.

Children demonstrate a good awareness of healthy lifestyles; the snack that the setting provides is healthy and parents are encouraged to select healthy choices for packed lunches and teas, with unhealthy additions being sensitively returned.

Older children independently carry out self care, and babies' needs are well met through established routines. Children are happy within their environment; they confidently choose activities and move around safely. They listen to staff when they remind them of the need to walk in the setting and to use protective clothing when taking part in water play. Children benefit from physical play provided at the setting in the large hall where children enjoy using a range of equipment to develop their physical skills. Although the setting has no outdoor area, regular trips to local outside play areas take place.

Older children politely invite younger children to play with them. Children in the baby room understand the need to share when working together, for example in a pouring and spooning activity. These good relationships contribute to the happy and engaging environment where children clearly enjoy their learning.

## 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

<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	2
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

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