

# Kiddi Galore

Inspection report for early years provision

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**Unique reference number**

EY358753

**Inspection date**

26/06/2012

**Inspector**

Marilyn Joy

**Setting address**

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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

Kiddi Galore was registered in 2007. It is situated in a detached house on the outskirts of Salisbury, Wiltshire. The accommodation is situated on the ground and first floors with a separate log cabin for pre-school children. There is a fully enclosed garden for outdoor play. The nursery is registered for a maximum of 51 children under eight years; of these, no more than 12 may be in the early years age group. There are currently 84 children in the early years age group on roll. There are a small number of children with special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery also accepts children aged over eight years before and after school and during the holidays. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open weekdays from 7am to 7pm for 51 weeks of the year. The nursery employs 12 members of staff who work directly with the children. There are eight members of staff who are qualified and three who are working towards a relevant qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally happy and settled in the relaxed and caring atmosphere the nursery provides. They enjoy a variety of activities, although are not always challenged to reach their potential and resources are not used fully effectively. Overall, they make satisfactory progress in their learning although parents are not always involved in this process and planning does not consistently identify children's next steps. Most staff understand their roles and responsibilities but procedures for supporting staff are not always consistent. Overall, children are safe and secure, although management do not conduct fire drills regularly to ensure they work in practice. The nursery has plans to improve its practice and demonstrates a sound capacity to maintain continuous improvement.

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

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

- review management procedures, such as induction and appraisal, to ensure that all staff have a clear understanding of their roles and responsibilities
- conduct regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- plan and resource challenging indoor and outdoor environments where children's play is supported and extended and all children, including babies, have opportunities to be outside daily
- develop a systematic and routine approach to using observations to plan

children's next steps so that activities are tailored to meet individual needs and involve parents in contributing to this process.

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

Children's welfare is safeguarded appropriately. There are clear child protection procedures for staff to follow if they have concerns about a child's welfare. Most staff have a clear understanding of these procedures. Management implement suitable recruitment and vetting procedures to help ensure staff are suitably qualified and experienced to work with children. However, they do not always use induction and appraisal systems effectively to check staff understanding of their roles and responsibilities. For example, the manager checks the safety of the premises daily but does not always ensure that staff keep doors closed throughout the day. Due to appropriate supervision this does not impact on children's safety. Most staff know what to do in the event of a fire and the procedure is displayed in each room. However, they do not practise it regularly to ensure that it works effectively.

Management are keen to develop the nursery. They are currently making improvements to the garden and have updated some equipment in the playrooms. They have made progress with recommendations raised at the last inspection, although some are still ongoing. For example, they have increased resources and activities to raise children's awareness of diversity and improved facilities for babies. However, staff do not always make time within babies' routines to be outdoors. Older children play in the garden each day, although management are still developing the range of available activities and resources following the introduction of a new building for the pre-school age-group. Management are developing systems of self-evaluation. They seek the views of parents and receive regular support from the local authority to help them identify areas for development in order to secure continued improvement.

The premises are clean and displays decorate the walls, helping to provide a welcoming atmosphere. A satisfactory range of resources are available, although they are not always used consistently to support and extend children's learning, whether indoors or outdoors. The nursery promotes equality and diversity adequately. Staff get to know children and their backgrounds which helps them to respond to their individual needs. They are particularly vigilant in meeting children's health and dietary requirements. For example, the cook is particularly careful to adapt recipes so that they incorporate individual diets. This means that children are not singled out and they can usually share the same menu.

Management and staff develop suitable relationships with parents. Parents receive an appropriate range of information about the nursery and the care their children receive. Staff complete daily forms with details of the activities available for their child to explore and their individual routines. There are informative notice boards with details of weekly planning, menus and copies of policies. Parents are welcome to view their child's progress records; however, staff are not proactive in encouraging this or involving parents in contributing to them. Most parents

comment on how satisfied they are with the nursery and the care their children receive. Management are aware of the need to work in partnership with other agencies and settings that children attend. For example, they liaise with speech and language therapists so they can continue language programmes. The nursery also operates an out-of-school club and develops working relationships with schools that children attend.

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

Children arrive confidently and quickly settle in the nursery. Most behave well and benefit from the praise and guidance they receive from staff. Staff plan activities throughout the day to include all areas of development. They promote children's creativity through a variety of arts and crafts. Children explore different paint techniques, dough, sand and water. Younger children are introduced to simple sequencing. For example, they join in with saying 'ready, steady, go' before they reveal the sand castle they have made. They examine toy sea creatures in the water tray, although because it is set up for older children it is difficult for them to reach. Children experiment with making marks when creating designs in coloured sand with their fingers and combs. Staff encourage older children to add their names to their pictures. At circle time, children listen attentively and eagerly participate in sounds and letters games, such as 'I spy', and a listening walk outside. Overall, most children secure the skills they require in order to progress in their learning.

Each age group has their own base room with age-appropriate resources. However, these are not always readily available or organised to challenge and inspire children's learning. For example, there are self-selection storage units but not all of them are in use. Most are not labelled to help children know what is inside and to encourage their familiarity with words. Each room has a selection of books, although places to look at them are not very cosy. There are a variety of colourful toys for babies to explore and begin to make connections as they press buttons and find out how they work. However, there are no natural materials or treasure baskets for them to investigate. There is ample space in the garden for children to develop their physical skills as they climb, slide and manoeuvre wheeled toys around. There is a new tree house to explore and a gardening area. Children have planted seeds and are learning about life cycles. However, staff do not provide resources, such as magnifying glasses or reference books, to fully extend children's learning when they show an interest in mini-beasts or provide resources to extend their imaginative play. Indoors, older children create an aeroplane and make tickets for their journey.

Overall, children make steady progress in their learning. Each child has their own key person who generally gets to know them well. They create records of children's achievements, which include weekly observations, photos and examples of their work. Staff observe children's interests each week and use these as a basis for planning. However, children's next steps for learning and stage of development are not always recorded, shared with all staff or used consistently to ensure

activities are tailored to meet their individual needs. Consequently, staff do not always challenge children's learning.

Most children demonstrate an appropriate sense of belonging and security in the nursery. For example, older children confidently express their wishes while younger children usually settle to sleep and seek support from staff. Regular routines help children feel safe and begin to take responsibility for themselves. Older children confidently explain why they need to wash their hands before snack and manage their personal independence well. Children sit sociably together for meals that are nutritious, healthy and freshly prepared. Overall, children's health, physical and dietary needs are adequately met.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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