

Kiddi Caru Day Nursery

Church Langley, Harlow, Essex, CM17 9LW

Inspection date	08/10/2012
Previous inspection date	26/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- There are rich, varied and imaginative experiences for children delivered by practitioners who have expert knowledge of the areas of learning, and a clear understanding of how children learn.
- The educational programmes have depth and breadth across the seven areas of learning. Assessment is precise, sharply focused and includes all those involved in the child's learning and development.
- There is a highly stimulating environment with child-accessible resources that promote learning and challenge children both in and outdoors.
- All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- The pursuit of exemplary practice in all that the setting does, is achieved exceptionally well by an uncompromising, highly successful and well-documented drive to strongly succeed. Reflective practice at the highest level impacts positively for all children attending the nursery.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main play areas of the indoor and outside learning environment and held discussions with members of staff.
- The inspector held meetings with the manager and practitioners and chatted with the children
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation along with a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Lynn Clements

Full Report

Information about the setting

Kiddi Caru Day Nursery opened in 2004. It operates from a purpose-built nursery building in Harlow. The nursery mainly serves the local area. The nursery comprises eight playrooms with adjoining nappy and/or toilet facilities. There is a large, secure outdoor play area used by children of all ages. As well as the playrooms, the nursery has an office, commercial kitchen, milk kitchen, laundry room, adult toilets including facilities for the disabled and a staff room.

There are currently 165 children from three months to five years on roll and there were 74 children present during the morning of this inspection and 69 present during the afternoon. There are currently 53 children in receipt of early education funding. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language and also those who have special educational needs and/or disabilities. The nursery opens from 7am to 7pm, weekdays, all year round other than Bank Holidays and is closed for a week at Christmas.

There are 29 members of staff who currently work with the children. Of these, 25 hold appropriate early years qualifications, with one person working towards recognised training. One member of staff holds Qualified Teacher Status. The nursery staff are supported by two catering staff in the kitchen who prepare meals on-site daily and an administrator who takes care of finances.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the current good practice in relation to supporting children who speak English as an additional language by: celebrating the home languages of those children whose home language is different; increase opportunities for them to view and use that language in the nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

There are varied and imaginative experiences for children. These are delivered by practitioners who have very high expectations of themselves and the children, expert knowledge of the areas of learning and a clear understanding of how children learn. Staff implement the areas of learning, clearly placing emphasis in the first instance on the Prime Areas, making sure that all children in the nursery have or are developing the initial skills to secure firm foundations for future learning. Assessment at all ages is sharply focussed and includes all those involved in the child's learning. Outcomes are monitored and practitioners are quick to identify any gaps in learning. This secures timely interventions and provides targeted support, based on a comprehensive knowledge of the child and their family. Children are well-motivated and very eager to join in because practitioners provide quality learning experiences across the age ranges. For example, they take the time to plan and include activities which excite young children's curiosity, such as bubbles, story books and snails. The children thoroughly enjoy searching for the snails in their garden and then caring for them, providing a safe environment where they can study them more closely during the day. They observe how the snail moves and this encourages a wealth of questioning and sharing of ideas. The extremely sharp focus on helping all

children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development helps them make rapid improvement in their learning from their starting points. They are exceptionally well-prepared for school and the next steps in their learning.

Children with additional needs receive effective support. Time is taken to observe and establish the individual needs of all children attending and appropriate resources or funding is sought along with support from other professionals. This early intervention enables children and their families to access tailored guidance and support in the best interests of the child. The management team have invested in a computer for the nursery which translates documentation and helps with phrasing and pronunciation in different languages. This enables them to provide support for families in their home language and provide visual aids for children, such as labels on displays and key words, as they develop their understanding of English. Practitioners value non-verbal communications and Makaton is also used in the setting to aid communication. Dual language books, artefacts and activities geared around those children who are learning English as an additional language are extremely good. Although, opportunities for those children who speak English fluently but whose home language is one other than English, are not as firmly embedded.

The nursery implements highly successful strategies which engage all parents in their children's learning, in the nursery and at home. Parents enjoy sharing in their children's achievements, taking time to talk with their child's key person and writing pertinent comments in their daily diaries or learning journals. Practitioners and the management team clearly work as a team. They demonstrate that they have taken time to share relevant information which ensures that they know each child exceptionally well. Overall the organisation of practitioner deployment and the excellent learning environments help to ensure that activities and resources are utilised for every child. Practitioners provide an effective range of adult-led and child-initiated quality learning opportunities. These challenge all children effectively, building and encouraging their independence and self-help skills. Practitioners throughout the nursery respect children's efforts and ideas. Children clearly feel safe and are confident to take a risk and share a new idea without fear of failure.

The contribution of the early years provision to the well-being of children

All practitioners are warm, approachable and highly-skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence and exploration. As a direct result the children display high levels of self-control during activities and confidence in social situations. They interact extremely well with their peers, practitioners and other adults visiting the nursery. The environments both inside and outside have been tailored to meet the individual needs of the differing age ranges. Attention to providing high quality toys, resources and furniture means that babies and children play and learn in safe and comfortable areas. Children's behaviour is extremely good. They are fully supported by practitioners who implement very positive behaviour management techniques, such as re-direction and time with members of staff for children to consider their emotions, along with plenty of descriptive

praise and encouragement. This approach raises children's confidence and self-esteem. Older children mimic these positive approaches with the younger children, role modelling the excellent practices of the calm and assured practitioners.

The time taken at prior placement interviews, enables practitioners to obtain relevant and valuable information, such as specific medical requirements, children's likes or dislikes dietary needs and care routines. This attention to fine detail helps with the inclusion of all children and supports continuity of care to a high level. Children show an exceptional understanding of the importance of following good personal hygiene routines. They demonstrate an excellent understanding of healthy eating and make healthy choices at snack and meal times. Their individual dietary needs are met extremely well by the professional catering staff who provide balanced and nutritious home-cooked meals. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They demonstrate they are well informed about healthy living. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met very well.

Children play a dynamic role in their learning and wherever possible, offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. For example, they enjoy exploring their senses through creative media, outdoor opportunities and accessing the sensory tent, where they have great fun using their voices in different ways to reflect the environment they are in, for example whispering quietly. They explore different shades of light and colour using simple technology and learning first hand how to make this work for themselves. The children understand that in a small space they must be considerate of others, taking turns and sharing. They play exceptionally well together and children from different cultural backgrounds play in harmony. Practitioners encourage the correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. For example, during story time children simply love joining in the repeated refrains and babies babble and begin repeating or mimicking words. Cooking activities are used by staff as an excellent context for talking with the children, encouraging them to anticipate or initiate what they are doing. They also include simple mathematics, such as weighing and measuring ingredients and talking about change as they mix these together. Children's physical co-ordination skills develop as they learn to pour and use single handed tools with care and precision.

Children and babies show a strong sense of security and feel safe within the setting. Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. The high quality adult interaction and exemplary organisation of routines help babies and very young children to gain an exceptionally strong sense of security. All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. Practitioners skilfully support children's transitions both within the setting and to other settings and school.

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

The management team and practitioners have an excellent understanding of their responsibility to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage, and has effective systems to monitor their implementation. Clear procedures are in place, including robust recruitment of staff, risk assessment and monitoring of child protection. The setting's collaborative working with other key agencies is exemplary. Comprehensive policies and procedures are implemented consistently and vigorously to ensure any concerns are prioritised and dealt with effectively.

First-rate professional supervision is provided, based on regular and sharply focussed evaluations of the impact of staff practice. A perceptive and targeted agenda of professional development ensures practitioners are constantly improving their already excellent understanding and practice. The environment is conducive to learning and safe, it is managed very well and carefully looked after. The management team is taking well-considered steps to ensure resources and the environment are fully sustainable.

All practitioners implement assessment for learning extremely well. Clear observations of what the children know and can do along with their interests are clearly noted. This then enables the practitioners to plan accurate learning opportunities which support the children to make exceedingly good progress across all areas of learning. Practitioners use the Development Matters document to analyse progress and plot whether children are working to the expected bands, have gaps in learning or are exceeding the expected bands. They then target support where appropriate and extension of learning opportunities for others. This systematic, yet very effective approach means that all children make good or excellent progress given their age, ability or starting points.

There are well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. Parents and carers are comprehensively involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures, including self-evaluation. Children also confidently contribute their views and suggestions about the provision. These are actively taken on board by the nursery and developed to enhance the provision and improve outcomes for the children. Parents are very well-informed about all aspects of their own children's achievement, well-being and development. They report that they feel safe and confident when leaving their children at the nursery. They find all staff approachable and friendly, offering pertinent advice and support where necessary. Parents would recommend the nursery to other families without hesitation, stating that their children are making progress in leaps and bounds.

The management team communicates ambition and drive. This, along with rigorous monitoring and searching analysis of what the setting does well and what it needs to improve, results in continuous improvement being achieved and sustained.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY293679
Local authority	Essex
Inspection number	882665
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	165
Name of provider	The Childcare Corporation plc
Date of previous inspection	26/03/2009
Telephone number	01279 626111

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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