

Kiddi Caru Nursery

1a Felsted, Caldecotte, Milton Keynes, MK7 8FD

Inspection date	12/10/2012
Previous inspection date	24/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled in the nursery because the key person system is soundly used to make them feel safe and secure
- Children enjoy making choices about their play. They enjoy activities because they are based around things that children like to do
- Children are well behaved because they respond to clear, consistent boundaries and routines.

It is not yet good because

- Planning does not always arise from children's individual learning needs so they are not always offered suitable challenges to fully promote their next stage in their learning.
- Some group activities are not effectively managed to promote children's good concentration and listening skills.
- Staff do not fully monitor some activities to ensure they cover the children's learning needs. This means that teaching for younger children and babies is more effective than in older age groups.

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 children in all areas of the nursery to assess their learning and development.
- The inspector spoke to staff in the nursery about their practice, she spoke to them about safeguarding and behaviour management.
- The inspector spoke to parents to seek their views on the nursery.
- The inspector looked at documents including policies and procedures and children's records to reach decisions about the quality of the setting.

Inspector

Naomi Brown

Full Report

Information about the setting

Kiddi Caru Nursery at Caldecotte Lake is one in a chain of nurseries run by The Childcare Corporation plc. It registered in 2009 and operates from a two-storey purpose built property that has six children's rooms and associated facilities. Children have access to two enclosed outdoor play areas. The nursery is situated in Caldecotte, Milton Keynes, Buckinghamshire. Children attend from a wide geographical area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is funded to provide free early education to children aged three and four years. The nursery is

registered on the Early Years Register. There are currently 106 children on roll. The nursery is able to care for children with special needs and children with English as an additional language. There are 25 staff including a cook. The majority of staff hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

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

- help children to develop their listening and attention skills by explaining why it is important to pay attention when others are speaking and give children opportunities both to speak and to listen so that they can participate fully.

Inspection judgements

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

Children generally make suitable progress across all areas of learning in relation to their individual starting points. They enjoy their time in the nursery as they play with toys and equipment that capture their interests. Children are encouraged to say what they like to play with and are encouraged to make choices in their play. They are able to concentrate and engage in most free play activities. All staff have undergone training in the requirements of the revised Early Years Foundation Stage. They have modified observation, assessment and planning systems as a result of this. However, not all staff are using these systems effectively which results in inconsistencies in the quality of planning across different age groups. Staff observe what children are interested in and as a result provide activities to build on their interests. However, some staff do not use systems for observation well enough in some rooms to observe what children can do. Therefore, they do not always offer children targeted challenges or fully encouraged them to reach the next stage of learning. Free play activities are mostly successful because children have free access to lots of appropriate resources. Older children enjoy exploring puzzles and construction toys. Staff encourage them to identify different colours, shapes and patterns in things that they create. Children concentrate as they construct puzzles, showing patience as they try to fit each piece together until their puzzle matches the

picture. Children are used to routines. For example, they help to tidy up and sit on the carpet during group time where they are invited to identify what the weather is like and the day of the week. However, because staff do not always plan large group times well, some children become restless and do not want to listen to their friends or the person reading a story. Staff give children the choice of listening to the group story or looking at a book of their own. As a result, not all children are focused on the main story. This affects their ability to concentrate and know when to speak and listen in large group activities.

Staff join in children's role play and ask questions to extend children's communication skills and their imaginations. For instance, when washing 'baby' dolls, children are encouraged to think why they need a wash. Children respond by commenting that they were dirty and now they are clean. They chat to their friends as they wash their 'babies,' splashing in the water and chatting together throughout the activity. Children have opportunities to explore their creative interests during free play sessions. They play toy guitars and join in with each other to form a band. They march up and down shouting 'I'm marching, march, march, march' to the rhythm of the music. Staff applaud them enthusiastically when they finish, enabling them to be proud of their creativity.

Babies are encouraged to develop physical skills that enable them to be independent learners and to explore the rooms they play in. Staff provide soft mats and noisy, shiny toys to enable them to explore the effects of their movements on things around them. For example, they look with interest when they make wheels and cogs spin. Toddlers enjoy developing their social skills as they explore different textures, tastes and smells in a large tray. They squeal with delight as they bang on the tray, causing icing sugar to fly into the air. They pick up pieces of pasta and smell them, noticing that the icing sugar leaves a residue on their hands. They enjoy investigating with the group and are beginning to interact with their peers as they play. All children have daily access to the outdoor play area which gives them regular exercise and promotes their physical development. Staff support babies to sit, crawl and stand and encourage toddlers' confidence to take their first steps. Children are generally working within the typical range of development expected for their age, enabling them to acquire the key skills needed for school.

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

Staff enjoy working with children and treat them warmly and show positive concern for their safety and welfare. Babies and younger children have close contact with their key persons. Staff make eye contact with babies and support them to develop confidence where they play. The key person system is used well in most rooms and children have made warm friendships with staff and other children. Younger children and babies are generally more settled than older children. Staff who work with younger children and babies demonstrate a stronger awareness of the needs of individual children in their care. As a result their planning is more consistent and results in better outcomes for these children than others in the setting.

Children generally behave well in the nursery. They benefit from consistent routines and

this enables them to manage their own behaviour. Staff use gentle reminders, stories and distraction to discourage negative behaviour and they respond quickly to any disputes between children. Babies' care routines are met well which promotes their positive behaviour and confidence.

Children's play areas are appropriately organised and they are able to develop their independence and choose toys for themselves. However, they do not always experience a wide range of activities across all areas of learning. They enjoy exploring low level book corners and sit on cushions to explore books that they like. Younger children are encouraged to develop a sense of belonging as they learn to feel in control of their environment. Children learn about developing healthy lifestyles and are involved in helping to promote their own good health. For example, older children readily wash their hands and tidy up at appropriate times. Children learn about healthy eating as they enjoy group mealtimes and eat nutritious cooked food. Staff encourage children to eat well as they sit with them at mealtimes and support their efforts to use cutlery and try new foods.

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

The management team have recently updated their records and planning systems to respond to changes in the Early Years Foundation Stage framework. The provider's policies and procedures cover all required areas to promote children's welfare and these are available to parents. The management and staff teams safeguard children appropriately by implementing suitable policies and procedures. Staff understand the procedures to follow in the event of a concern about a child, which helps to promote children's welfare appropriately. Parents receive regular information through newsletters and daily feedback from staff on how their children have been. Parents have opportunities to be involved in their children's learning and development so that staff can respond to their needs. Staff are now encouraging parents to share information on their child's progress at home to support children's learning further. They speak to key persons daily to discuss things that their children have done in the nursery. Staff develop sound partnerships with parents to help promote consistency of care and learning for children.

The management and staff teams manage children's safety appropriately. All staff undergo suitability checks and managers use appropriate recruitment procedures to employ suitable staff. The provider's systems for appraisal help to monitor staff performance and ongoing supervision helps to provide appropriate support to develop staff practice. Staff are able to confidently discuss how they use policies and procedures to keep children safe. Visitors books and a secure entry system are used effectively to monitor visitors to the premises. Staff risk assess the areas used by children and take action to reduce the risk of any potential hazards they identify. They carry out daily checks on all areas used by children and these are clean and tidy to promote children's health and safety. Children are reminded to move around safely and they learn how to keep themselves safe as they negotiate stairs with care and practise emergency evacuations. Most of the staff have paediatric first aid qualifications which helps them to look after children appropriately in an emergency. Staff deal with accidents and incidents

appropriately to promote children's welfare.

The management team carries out regular self-evaluation exercises. As a result, they have identified areas to improve and are currently designing ways to encourage staff to use the observation systems more effectively. The provider's systems to monitor and evaluate the educational provision are not fully consistent. Therefore, staff do not always plan challenging experiences for each child across all of the areas of learning and development. This is a breach of a specific requirement. However, where staff identify areas for improvement they do make positive changes in practice. Parents' contribute their views through questionnaires and give feedback about the provision whenever they wish to. The manager organises staff to improve the behaviour of some children and staff supervise children appropriately. Staff establish helpful links with outside professionals who support children with additional needs, which helps all children make suitable progress. The nursery manager works with local advisors and her senior management team to promote positive outcomes for the children.

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	EY393830
Local authority	Milton Keynes
Inspection number	886722
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	89
Number of children on roll	106
Name of provider	The Childcare Corporation plc
Date of previous inspection	24/11/2009
Telephone number	01908 367245

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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