

Kiddi Caru Day Nursery

22-24 Farm Road, Wellingborough, Northamptonshire, NN8 4UF

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| Inspection date | 30/10/2012 |
| Previous inspection date | 04/05/2011 |

| 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 | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children are happy, interested and keen to learn, and they make good progress in their learning.
- Planning takes into account children's individual interests and ideas. Staff have a secure knowledge of how children learn through play and provide an exciting and interesting range of activities in the prime and specific areas of learning.
- An effective key person system generates warm and trusting relationships between staff, children and their families.
- Clear targets for improvement are identified so that the nursery can prioritise and strengthen the service it provides.

It is not yet outstanding because

- Opportunities for children to examine features within the natural environment have not yet been fully embraced.

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 all rooms and the outdoor learning environment.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of one parent spoken to on the day of inspection and information included in the self-evaluation documents.
- The inspector held meetings with the senior regional manager, the manager of the nursery and spoke to staff and children.

Inspector

Hazel White

Full Report

Information about the setting

Kiddi Caru Day Nursery (Wellingborough) is one of a chain of 20 nurseries run by The Childcare Corporation. It opened in 2004 and operates from purpose built premises with seven childcare rooms and associated facilities situated on the outskirts of Wellingborough in Northamptonshire. It is registered on the Early Years Register. The nursery is open from 8am to 6pm each weekday for 51 weeks of the year. By prior arrangement, the nursery sometimes opens from 7.30am. All children have access to an enclosed outdoor play area.

There are currently 140 children on roll in the early years age range. Children attend from Wellingborough and surrounding towns and villages. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged two and for three- and four-year-olds.

The nursery employs 33 members of staff to care for the children. Of these, 27 hold appropriate early years qualifications. One of these has the Early Years Professional Status and 21 are qualified at level 3 or above. Two members of staff are working towards a qualification. In addition, administration, catering and cleaning staff are employed to support the childcare staff. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- help children to further develop their interest in the natural environment by making more easily accessible resources, such as magnifiers so that they can closely observe things that they see.

Inspection judgements

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

The nursery provides a good range of activities and play opportunities which are based on children's individual interests and ideas. The educational programme covers the seven areas of learning and clearly identifies individual learning. Staff have good systems to collect information when children first start the setting and also when they transfer to other rooms. They use observation and assessment to plan an interesting and challenging range of activities for all the children. On entry, parents contribute to initial assessments of their children's starting points and are kept well informed about their children's achievements and development through regular feedback. Assessment records demonstrate children are making good progress in their learning and development.

Children are confident communicators and offer their comments during activities as staff encourage them to join in conversations. They use language to share their experiences and thoughts. When playing with cars, they point out the colour of their mummy's car, 'my

mummy's got a silver car, she goes to the shops'. Good opportunities are provided for all children to make marks, to write for different purposes and to use their phonic knowledge for linking sounds and letters. At lunch time children look for their name card and sound the letter of their first name. All children enjoy songs and rhymes which develops their early communication skills.

Children enjoy a well-organised environment where they can select resources to support their play. Babies help themselves to building bricks and attempt to stack them on top of one another. They can safely pull themselves up to a standing position using sturdy low furniture and become mobile by using push-along toys to explore their surroundings. A good selection of resources are provided for children to familiarise themselves with information and communication technology. Older children competently click on different icons to cause things to happen in a computer programme and use a camera to capture images of their environment.

Children are fascinated with living things and the natural world. They care for the land snail and feed birds in the 'bird hotel' in the garden. Children look under bark and logs for 'bugs' and are happy to carefully handle worms. They are unable to look at them more closely because resources, such as magnifying glasses to extend this learning are not readily available. Hand prints in autumn colours make an effective tree and children name animals that they may see at autumn time such as badger, hedgehog, snails, bats and an owl.

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

An effective settling-in procedure helps to ensure that new children soon become familiar with the nursery and feel safe and secure. A well-established key person system means that children form strong attachments. Children build close relationships with staff through a gradual introduction. Babies' emotional development is promoted as they develop secure, trusting relationships with staff. Staff use lots of eye contact and facial expression while talking to children and cuddle them closely when they are tired or upset and this ensures their emotional needs are met. Transition between rooms is managed very well. Parents are informed in advance and reports are completed for each child before they move into other rooms. Children are prepared to join the older age group through gradual introductions with their key person. As a result, they feel confident and integrate easily.

All children follow familiar routines as agreed with parents and staff discuss changes before these are implemented to ensure continuity with home. The self-help skills of pre-school children are nurtured positively and most can put on coats and footwear with little or no assistance. Older children are beginning to learn about the benefits of healthy choices because staff talk about these at dinner time when children eat freshly prepared, well-balanced meals. All children learn sensible hygiene routines because staff act as good role models, washing their hands after changing nappies.

The learning environment is well-organised and children can move freely between

activities. There is a good focus on outdoor activities and play with regular access to the garden. Children understand that exercise is important to help them stay strong and healthy. They climb equipment with ease and learn how to safely use the steps of the slide, reminding one another to wait for their turn. Children thoroughly enjoy yoga sessions. Stretching their bodies, warming up their muscles and standing on one leg which causes much laughter when they 'wobble'.

Staff are proactive in promoting equality and diversity. Children partake in a wide range of interesting celebrations which help them to learn about traditions and cultures. The Chinese festival of 'the autumn moon' is effectively linked to the autumn theme in pre-school. Children learn that rice cakes symbolise the new moon, that it is a festival of light. They make animal masks that symbolise the procession of animals and learn that candles are carried at this time. Behaviour is good and children's self-esteem is raised consistently because staff praise children for their good manners, using resources correctly and for cooperating in activities.

Staff know the children well, building a secure knowledge of their needs and interests. They work closely with parents and other professionals to ensure any additional or medical needs are met. Clear records are kept of any accidents or medication and all staff are clear about children's allergies or food preferences, which ensure children's needs are met and respected.

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

The nursery manager and the nominated person are clear about their responsibilities to meet the requirements of the Early Years Foundation Stage. Staff are well informed about child protection procedures. The manager has attended the designated person's safeguarding training and this has been cascaded to all other staff so that they are aware of their role and responsibilities. Risk assessments are carried out on a regular basis and staff are well-deployed to ensure that children are kept safe. Extra staff are employed at busy times so that ratios are well-maintained. Any maintenance issues are dealt with swiftly by the company.

Rigorous recruitment and induction procedures help to ensure that adults working with children are suitable to do so. Professional development of all staff is supported well through regular supervision and appraisals. On-going training is encouraged and achievements are celebrated, which means staff morale is high. For example, the team, parents and children nominate 'employee of the month'.

The manager consistently monitors the planning and implementation of activities, joining in regularly to ensure that she knows all children well. Consequently, she is able to comment confidently on the progress children are making in their learning and development. Staff work hard to create partnerships with other early years providers and regularly share information to promote children's learning, development and welfare. For example, teachers from local schools are invited to visit the nursery. Partnership working

with other professionals and agencies is well established and used to identify children's needs to help them reach their full potential.

All staff work well with parents to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journeys so that they are well informed of their child's achievements. The daily two-way flow of communication ensures that parents know about their child's experiences. Progress reports are shared at parents' evening and they are invited to provide information about the home to support children's care and learning further. Parents receive copies of the nursery's policies and they comment positively about the friendly approach of the staff, the wide range of resources and activities offered and staff's willingness to work with parents to manage care issues.

Systems for monitoring and evaluating practice are well established. They highlight the nursery's strengths and weaknesses and clear action plans are used to prioritise areas for development. The views of children, parents and staff are taken into account. Regular visits from the regional manager and the company's director of childcare supports the whole team in providing good quality provision for children in their early years.

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

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| Unique reference number | EY353509 |
| Local authority | Northamptonshire |
| Inspection number | 889151 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 96 |
| Number of children on roll | 140 |
| Name of provider | The Childcare Corporation Plc |
| Date of previous inspection | 04/05/2011 |
| Telephone number | 01933 678325 |

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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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