

Kiddi Caru Day Nursery

The Valley Park Centre, Sugar Way, PETERBOROUGH, PE2 9QB

Inspection date

25/10/2012

Previous inspection date

29/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 cared for in a well-resourced and stimulating environment.
- An effective key person system promotes children's sense of security and helps them to form strong emotional attachments and bonds.
- Staff recognise the importance of working with children's interests and plan effectively to help children become independent and active learners.
- Observation and assessment methods are robust and ensure that children are making good progress with their learning and development.

It is not yet outstanding because

- Performance management systems are very effective for permanent staff however they have limited impact for bank or lunchtime staff.

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 seven main play rooms.
- The inspector held meetings with the provider, acting manager and deputy manager of the nursery.

The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector spoke with staff and parents at appropriate times throughout the inspection.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Kiddi Caru Day Nursery opened in 2004. It is one of 20 nurseries run by The Childcare Corporation PLC. It operates from a two-storey building, situated just off Oundle Road, close to the centre of the city of Peterborough, Cambridgeshire. An outdoor play area is available. Car parking for the parents is available adjacent to the nursery. The children come from a wide catchment area and attend the nursery for a variety of sessions.

The nursery is registered on the Early Years Register and is in receipt of Early Education Funding for three and four year olds. The nursery is open each weekday from 8am to 6pm all year round with the exception of bank holidays and one week during the Christmas period.

There are currently 180 children from birth to five years on roll. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 40 staff who work directly with the children. All staff hold appropriate childcare qualifications at level 3 and above. The setting also employs administrative and catering staff. The setting is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- review supervision and monitoring procedures for all staff to ensure they are able to develop their knowledge, understanding and practice.

Inspection judgements

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

Children and babies are cared for in a stimulating environment where they are encouraged to become inquisitive and independent learners. Staff have a good understanding of how children learn through play. They plan interesting and challenging experiences based on individual children's interests and consequently children are generally making good progress in all seven areas of learning.

Strategies to support children's communication skills are well-embedded in staff practice. For example, staff skilfully teach babies and young children to use baby signing to support their verbal utterances. This is very effective in enabling even the youngest child to express their needs and gain confidence in their interactions with others. Children's awareness of the written word is successfully promoted by an environment rich in text and methods to help their understanding that writing carries meaning. For example, babies drinking cups are labelled with their name and photograph. Children's own mark making and emergent writing efforts are celebrated and displayed attractively around the nursery. This promotes self-esteem and encourages further attempts to build skills for their future learning. Opportunities to extend children's learning to the outside environment is taken

daily and in all weathers. The thoughtfully designed space is further enhanced by children's own murals and resourced well to stimulate curiosity.

Children's prior knowledge, skills and understanding are recorded when children start at the nursery. This together with careful observations and assessments of children's activities helps staff to plan challenging experiences of all children. Staff take time at the end of each session to ensure that parents are aware of their child's activities whilst at nursery. Periodic parent meetings, daily 'blue book' records and displays engage most parents with their children's learning. For example, the 'bedtime story' library in the hallway invites parents to take books home to share with their children. Activities are planned around children's interests and staff generally promote children's learning well. For example, the availability of toy cars, trucks and bikes together with observations of the passing traffic enhance children's curiosity about vehicles.

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

The key person system is effective and sensitive to the needs of all children. For example, children and babies are observed carefully when first at the nursery and it is their own preference for particular staff that determines who their key person is. Consequently, secure attachments are formed and this promotes a good level of well-being. Most children demonstrate high levels of confidence and self-esteem; they move freely around the nursery, cooperate with peers and are keen to share their activities with staff. They are eager to help tidy away after snack time and this shows they are displaying a good awareness of responsibility within the nursery. Children's behaviour is generally good and their sense of belonging is demonstrated by their familiarity in routines.

Babies settle well because staff have a thorough understanding of their needs and routines. This continuity of care is due to the strong partnership with parents and helps to enhance good emotional development for all babies. Staff provide a stimulating environment where babies curiosity is fostered and they can explore the range of stimulating resources provided. For example, treasure baskets, musical instruments, sand and colourful mobiles. The environment is spacious and enables babies to practise physical skills such as crawling, bottom shuffling and walking. Babies delight in simple games such as peek-a-boo or pretending to feed a teddy bear. This further demonstrates babies feelings of security in their environment.

Children begin to develop good self-help skills such as serving themselves at meal times and becoming independent in toileting routines. The well-resourced environment and knowledgeable staff supports children's development well and promotes their growing independence skills. This is especially important as children mature and move through the nursery or when they are older and move into school. The well organised support provided by staff at this time means that children's stress is lessened and they are able to have a positive transition. Children make healthy choices at meal times and are eager to join in with physical exercise such as a lively music and movement session or outside play. This provides children with firm foundations for developing a healthy lifestyle.

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

Leadership of the nursery sets high aspirations for quality. Self-evaluation is fully embedded in practice and captures the views of all involved with the provision. Areas of strength and areas for development are clearly identified in order that children's achievements will be supported over time. Recruitment procedures are thorough and include background checks, trial periods and an induction program. Performance management systems are in place to support staff improve their practice and become confident in their work. Managers monitor staff performance through appraisal and supervision and whilst this is generally effective for permanent members of staff the positive impact is less evident for those staff providing lunch or 'bank' cover.

Educational programmes are well planned and monitored to ensure that children have every opportunity to progress to the early learning goals. Effective observation and assessment strategies means that the children's need for extra support is identified quickly and staff work with appropriate professionals to meet the needs of the children. Strong partnerships with parents and other providers of the Early Years Foundation Stage further contribute to a coordinated approach to children's care and learning.

Robust strategies are in place to safeguard children in the nursery. Staff have a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children. Children and babies are valued and their positive development is fostered well during their time at nursery.

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	EY277757
Local authority	Peterborough
Inspection number	886698
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	118
Number of children on roll	180
Name of provider	The Childcare Corporation plc
Date of previous inspection	29/03/2011
Telephone number	01733 895 592

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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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