

Kiddiecare Nursery

Tithebarn Centre, Tithebarn Way, Northolt, Middlesex, UB5 6NN

Inspection date	10/12/2012
Previous inspection date	10/12/2012

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 excited and engaged in their play and enjoy an environment that is both stimulating and safe.
- Adults are enthusiastic to engage with children in their play and their presence helps children extend their explorations and enhances learning opportunities.
- The nursery offers a wide range of activities and resources, both indoors and outdoors, which provide for children's all-round development.
- The management team provides effective leadership. They are proactive in ensuring that nursery staff update their training and this has a positive impact on the quality of the provision.

It is not yet outstanding because

- There are some missed opportunities in the mathematical programmes for learning about the purpose of numbers in counting and calculations as well as the use of shape, space and measure.
- Activities and experiences which promote children's spoken language are not fully developed.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play in a variety of situations both indoors and outdoors, during meals and rest times, in adult-led and child-initiated play.
- The inspector carried out joint observations with the manager.
- The inspector had discussions with the Manager, Operational Manager, key persons, parents and children during the course of the day.
- The inspector looked at a representative sample of documentation, staff qualifications, children's registers, complaints record, plans for improvement of the outdoor provision, self evaluation, a selection of children's assessment folders and sample of planning.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

Kiddiecare Nursery is one of two nurseries run by Kiddiecare Nurseries Limited. It was registered in 2008 and operates from a large room in a Church hall building. It is situated in Northolt, on the Hayes border within the London Borough of Ealing. There is an enclosed garden for outdoor play. The nursery is currently caring for 79 children in the early years age group, attending various sessions during the week. Children aged two, three and four are in receipt of funding for nursery education. The nursery is registered on both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm. The setting operates for 52 weeks of the year. It currently supports a number of children with special educational needs and/ or disabilities and also supports a number of children who speak English as an additional language. The group employs nine members of staff with various relevant qualifications. The manager is currently working toward a degree in Early Childhood Studies and the Early Years Professional status.

What the setting needs to do to improve further

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

- create opportunities for children to count for a purpose, for example, in a pretend shop, so they can extend their knowledge to match numerals to quantities
- provide stories with repetitive phrases or structures to read aloud to children to support specific vocabulary or language structures.

Inspection judgements

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

Children enjoy stimulating experiences and a wide range of activities in this nursery. The adults are enthusiastic and playful, joining in and helping children extend their games. This enables the children to further learn and develop their skills. Adults' interactions with each other and with the children offer positive role models. This encourages children to be friendly towards their peers and cooperate in activities.

Children use their senses to learn about fruits and vegetables and to differentiate texture and tastes. For example, they cut apples and pears into bits which they then eat. They are engaged and involved in this pretend game of food preparation and compare the smell of the fruit to that of raw onion. Although the smell of raw onion is not to their liking, they

laugh and enjoy the exploration.

Children create their own collages with small pieces of coloured foil, tissue, paper and card, using glue and scissors. They are independent as they choose their colours and shapes and position these as they think fit onto their base card. Older children use their developed dexterity to help adults prepare the collage bits for the younger children. This makes them feel important and useful, increasing their self-esteem and self confidence.

Children enact stories in the garden as they walk through the 'tall grass' and 'over the river'. They prepare their picnic at the 'camp site' which is set up for them in the corner of the garden, under a canopy. They mix grass and water to make soup and cook this on a very realistic pretend 'camping stove'. The adult who supports this activity lets children know that she values their game by joining in as one of the camping group.

Children learn about living plants and creatures as they explore the garden. They plant real vegetables such as lettuce and spinach in the planting beds and dig for worms wondering at these as they wriggle. Children use a large soil tray on the grass to practise digging and explore the texture and weight of the soil. Indoors children use magnifying glass to study insects and look closely at leaf patterns.

Children who learn English as an additional language use their home language in the nursery, supported by staff who speak some of these other languages. Older children listen to stories and begin to show an interest in reading. Some children recognise their own names on laminated cards and show an interest in learning to write their names. This shows that they progress well toward the early learning goals in literacy. Such skills will stand them in good stead in the next stage of their learning as they will move into school. However, mathematical activities are not as well developed. Children recite the number line 1 to 20 but staff miss opportunities to encourage them to use numbers for the purpose of counting and calculating.

All the children including those who learn English as an additional language make good progress from their starting points. They generally work comfortably within the typical range of development expected for their age. Younger children learn the colours and other useful words while older children discuss and invent stories in the castle they build with bricks. However, activities which promote listening and speaking are not fully developed. Story time is organised for large groups and children have few opportunities to join in repetitive and rhythmic texts.

The nursery is proactive in engaging parents in their children's education. Staff establish strong relationships of mutual trust with parents, regularly informing them of what their children do in the nursery. Parents are welcome in the life of the nursery and participate in multicultural events the nursery organises. For example, each month the nursery focuses on one of the home cultures of children who attend this nursery and they celebrate the 'language of the month'. Children learn a few words in other languages and parents dress in their national costumes among other activities. Such activities raise parents' self-confidence assuring them that all the cultures are equally respected and valued by the nursery staff and children.

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

The nursery has a well established key person system by which each child is allocated a member of staff who is responsible for her development and welfare. This system helps children form secure attachments and feel safe and secure within the nursery. The settling in programme for new children includes home visits through which children and parents become familiar with the key person and learn about the nursery's routines and practices.

Adults are good role models as they maintain collaborative and friendly relationships among themselves and towards the children. They give clear messages of acceptable behaviour to children. For example, as younger children squabble for a piece of apple, the adult supporting gently verbalises for the child what he wants and at the same time offers him another piece of apple.

The children collaborate and share resources, learning to work together. For example, they hold both ends of the ribbon to cut pieces for the collage table, helping each other in this difficult task. They are independent as they serve their own food from a central dish and as they get their coats to go outside to play. Children learn to take risks while supervised for safety by vigilant adults.

The nursery staff prioritise children's safety at all times. As younger children descend the stairs to go to the garden, adults hold their hands. Older children descend and ascend in single file, in a most orderly fashion. The main playroom is very spacious and uncluttered with well organised play areas. Children safely access equipment and resources. For example they know how to safely hold scissors as they move about or share these with friends.

Children lead a healthy life style while attending the nursery. They have plenty of exercise in fresh air as they ride bikes, play tennis and run around in the nursery garden. They eat fruits for snacks in the mornings and enjoy freshly cooked meals prepared on the premises for lunch. In the afternoons children have a restful time and some of them sleep on specially prepared beds, in a separate area.

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

The management team of this nursery demonstrates strong leadership qualities. The whole staff team are engaged in continuous evaluation and development of play areas. Managers encourage staff to contribute with valuable ideas to developments and adjustments to the provision. They ensure that staff are motivated and excited in their work with the children. For example, staff have specific responsibilities to monitor and equip play areas as well as bring in new exciting resources. In this way children enjoy the novelty of stimulating activities which in turn maintains their curiosity and interest in learning.

The managers oversee the planning of activities to ensure that children experience a broad range of activities to help them progress towards the early learning goals. Staff regularly observe children at play and learn about what they are interested in and capable of doing. Staff use the Early Years Foundation Stage framework to plan activities and assess children's learning. This ensures that any additional support children might benefit from is identified early.

The managers and the staff team make children's safety a priority. All members of staff are checked by the Criminal Records Bureau before they are employed in the nursery and are recruited following a safe recruitment process. The staff have a secure knowledge of child protection issues so that children are very well protected from any possible harm. The nursery has controlled entries and exits and staff carry out rigorous assessments to minimise risks of accidents.

The managers and the staff team regularly meet to discuss plans for improvements. Both staff and parents are encouraged to contribute with new ideas or adjustments to the running of the nursery, so that it is beneficial to children. One such example is the timing of parents' meetings which has been changed from mornings to evenings so that working parents can also attend. In these meetings parents and staff look together at children's progress and exchange information about children to ensure continuity of provision.

The managers encourage staff to continue to upgrade their knowledge and skills by attending training courses and by up-grading their qualifications. The nursery has an established 'mentor' system through which the more experienced staff guide younger staff members. This ensures that children's needs are matched by high quality experiences. The managers use regular staff meetings for in-house training, supporting staff to maintain an up to date knowledge of the latest curriculum guidance. They use an effective system to monitor staff's performance.

The staff team collaborates with parents and with a wide range of external agencies to organise early and appropriate interventions such as speech and language therapy. This benefits all the children and ensures that they have good chances to progress well and acquire skills and knowledge for later stages in their life.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 action. 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	EY372674
Local authority	Ealing
Inspection number	916490
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	38
Number of children on roll	79
Name of provider	Kiddiecare Nurseries Ltd
Date of previous inspection	10/12/2012
Telephone number	020 8845 9991

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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, which are usually the childminder's 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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