

Kiddi Galore

18 Burford Road, Salisbury, SP2 8AN

Inspection date

22/04/2013

Previous inspection date

26/06/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 enjoy, and benefit from, additional activities such as music sessions.
- Staff work closely with parents to develop a united approach to children's learning and development, so children receive consistent help and guidance.
- Children's health benefits from the nutritious, home cooked meals prepared by the nursery chef that take into account children's dietary requirements.

It is not yet good because

- Staff are not always suitably deployed to meet the needs of the babies and toddlers particularly with regards to their personal, social and emotional development.
- Self-evaluation is not sufficiently robust to identify all areas for development.
- Systems to develop partnerships with childminders that care for children are not fully effective to support continuity of children's learning and development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children in the various playrooms and outdoor area and spoke to staff at different times during the inspection.
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.
- The inspector spoke to parents to gain their views.
- The inspector spoke to the manager in the office about the issues regarding the log cabin.

Inspector

Maria Lumley

Full Report

Information about the setting

Kiddi Galore registered in 2007. It is situated in a detached house on the outskirts of Salisbury, Wiltshire. The accommodation is situated on the ground and first floors with a separate log cabin for pre-school children. There is a fully enclosed garden for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 102 children on roll, of these, 92 are in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery also accepts children after school and during the holidays, including children over the age of eight. It is open weekdays from 7am to 7pm for 51 weeks of the year. The nursery employs ten members of staff who work directly with the children. All staff hold early years qualifications at level 2 or 3.

What the setting needs to do to improve further

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

- ensure that staff are deployed to meet the individual needs, interest and stage of development for each child their care supporting their personal, social and emotional development

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

- develop systems for sharing information with all other providers of the Early Years Foundation Stage in order to promote consistency in planning for the individual progress of all children who attend more than one setting
- develop further the culture of reflective practice by introducing a process of rigorous self-evaluation

Inspection judgements

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

Staff plan appropriately for the children, as a result, they make steady progress towards the early learning goals. They gather information from parents about children's stage of development so that they can provide suitable planning from the onset. Staff have worked on developing children's learning journals, attending training to develop their skills in

observation and planning. Staff write a progress report for children aged between two and three years and share these with parents. Staff know the children well. However, at times when staff are not deployed effectively, children's needs are not fully met. For example, when staff take older children to school, this leaves staffing levels at the nursery at a minimum. As a result, at times toddlers have to wait to be lifted from their cots and returned to the playroom. This does not fully support children's personal, social and emotional development and their opportunity to learn. Appropriate teaching methods are used to enable children to have opportunities to be challenged in their thinking and learning. For example, staff ask 'What noise does the cow make?', children respond saying 'Moo'.

As children arrive, they settle into play with the toys and become occupied in the range of resources on offer. Most children enter the setting confidently, greeting staff and friends by name. Less confident children are managed appropriately by staff who offer comfort and guide them to toys that they know they like. Consequently, children are reassured and parents are happy to leave them.

Children develop suitable skills for their future learning and school readiness. For example, staff support them in growing independence such as dressing themselves. They are encouraged to manage buckles, buttons and zips, thinking for themselves. During circle sessions they develop skills that will be required at school such as listening to each others news and waiting their turn to talk. Children enjoy creative activities, such as, painting, play dough modelling and sticking, using appropriate tools to support this and developing their physical skills. All nursery rooms are full of children's art displays and photographs. These support children in developing a sense of belonging and pride in their achievements. Children enjoy the outdoors, running, jumping and scooting in the fresh air. They negotiate speed and direction and they pedal vehicles. Children learn about nature as they plant seeds and tend them in the potting shed before transferring them to raised flower beds. They gather pine cone, twigs and leaves and make a bug den to attract insects. Babies and toddlers are captivated as they take part in a programme delivered by visitors which models musicality and draws out the clarity in sounds. They squeal with delight and clap their hands as they shake rattles and bells and play 'peek a boo' under lengths of fabric. They interact with puppets, reaching out to stroke them and giggling as the puppets stroke their faces and 'eat their hands'.

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

Children's sense of belonging is supported through the warm attachments they have with staff. They are greeted kindly which enables most children to leave their parents and settle into their play. A key person system is in place which supports children in the setting well. The nursery is bright and inviting with displays on the walls. Each room provides children with a range of age appropriate resources and equipment. These are mostly stored in low level units and shelves to support children's independence and choice. Children behave and listen as staff guide them to the rules for behaving appropriately, for example, to share and take turns. Staff praise children for behaving well which increases their confidence and self-esteem. Children talk about the 'Achievement Tree' and explain

that when they do something well an apple is added to it. They begin to know and understand the routines of the nursery and cooperate at tidy up time. Staff promote children's understanding of how to stay safe. For example, children say that they have to look left and right when they cross the roads. In addition, children regularly take part in the emergency evacuation of the nursery in order to understand what to do in the event of a fire.

Children enjoy freshly cooked lunches and healthy snacks prepared by the nursery chef. Their dietary requirements are catered for and drinking water is readily available. Children follow appropriate hand washing routines. Children in two of the nursery units enjoy free flow between their classrooms and the outdoor play area. Staff who work in the other two nursery units take children into the garden for regular play. In addition children are taken to a local swimming pool where they learn to swim. Children explain that they have to move their arms and legs fast to swim.

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

Children are safeguarded as the manager and her staff team have an understanding of what to do if they have a concern regarding a child's welfare. The designated safeguarding officer and two other staff have attended training in safeguarding to ensure that they are up to date with any changes in legislation and of their roles and responsibilities. A range of policies and procedures are in place and available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being. In addition, management notify the relevant authorities of significant events. For example, installing a log cabin. Risk assessments are in place and monitored regularly to make sure that the indoor and outdoor areas are safe and suitable. Suitable recruitment procedures are in place, which result in all those working with children having completed appropriate vetting procedures, these include references. In addition, staff have an induction to the nursery during which time they are fully informed of the policies and procedures in place. Staff appraisals are used to discuss any training needs.

There are suitable procedures in place to monitor the educational programme. However, at times staff deployment has an effect on young children's ability to learn. Staff have developed effective partnerships with parents. Staff speak to them each day about their child, telling them how they have been and what they have done. They plan meetings to discuss children's learning and development and to view their learning journals. Parents speak positively of the relationships they have with staff and comment that they are friendly and supportive. There are suitable systems in place to support the continuity of children's learning and development with local pre-schools and nurseries. However, these are not fully implemented when children are also cared for by childminders.

Staff have some systems to evaluate the practice which includes seeking the views of children and parents. They have addressed previous recommendations raised at the last inspection which have improved children's awareness of the emergency evacuation

procedure and developed systems for planning and observations. However, evaluations are not sufficiently thorough to make sure that staff deployment is carefully considered to meet the needs of the young children.

The Childcare Register

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

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 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	EY358753
Local authority	Wiltshire
Inspection number	913069
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	112
Name of provider	Kiddi Galore Limited
Date of previous inspection	26/06/2012
Telephone number	01722 322179

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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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