

Kiddi Day Kare

103 Crescent Road, DUKINFIELD, Cheshire, SK16 4HG

Inspection date	07/02/2013
Previous inspection date	21/07/2011

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

- The welcoming environment and community facilities enhance children's development and emotional well-being. This provides a range of experiences that develop children's growing independence and cooperation.
- Children benefit from secure attachments and their care and well-being are effectively promoted by well-motivated, caring and nurturing staff.

It is not yet good because

- The organisation of observations, assessment and the quality of planning for individual children's progress is not always up-to-date. As a result, activities do not always take account of what children know and can do to provide sufficient challenge and enjoyment.
- The information collected from parents does not consistently identify children's starting points and stages of development. Consequently, staff do not have a strong basis from which to monitor and track children's progress.
- Self-evaluation is still in its early stages and does not yet include the views of staff, parents and children. The inconsistent use of performance management has an impact on how well management and staff are able to drive improvement in the setting and enhance outcomes for children.
- Children have limited opportunities to play outdoors and explore and experience a rich range of resources to support their all-round 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 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 activities in the play rooms.
The inspector looked at children's learning records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector held discussions with the manager and staff team.

Inspector

Anne Drinkwater

Full Report

Information about the setting

Kiddi Day Kare was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a four storey building in the Dukinfield area of Tameside and is managed by a private individual who is also the manager. The nursery serves the local area and is accessible to all children. It operates from two ground floor play rooms and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round with the exception of the Christmas holidays. Sessions are from 7am until 6pm. Holiday care and after school care is also provided if required for children who live in the local community. Children attend for a variety of sessions. There are currently 88 children attending who are in the early year's age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The nursery receives support from the local authority development workers.

What the setting needs to do to improve further

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

- review the systems for observations and assessments of the educational programmes and children's progress, developing these processes so that they are consistently used to inform planning and support children in moving towards the next steps in their learning

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

- improve the educational programme by providing daily challenging and exciting opportunities for children to explore the outdoor play areas.
- use information from parents about their children's starting points to improve systems of monitoring and tracking children's progress and involve parents in their children learning
- develop self-evaluation systems in order to drive improvement including monitoring the education programmes to ensure they offer a quality learning experience that is constantly improving.

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

Children play in an organised environment and make steady progress in their learning. The environment indoors is suitably organised with designated areas of learning, such as small world play and role play. The staff deployment across all areas of the provision means that all children are included and generally well supported in play. Children self-select some toys and equipment that are stored at a low level in the playrooms. Staff encourage children to communicate verbally and through actions to indicate any additional toys and equipment they want to play with. Some children are beginning to show interest in early writing and they have opportunities to access mark making materials to help promote their early writing skills. Children enjoy looking at books and listening to stories in a small group. Opportunities for introducing mathematical language are encouraged through shape recognition, puzzles, playing with the till and using money. This helps children to develop an understanding of how mathematics is used in everyday situations, and these skills help prepare children for their move on to school. Some children select books they wish to read or create imaginary scenes with building blocks and small world creatures. Others will explore the book bags the staff will use at circle times. This helps children develop confidence in initiating their own play and making decisions in their learning. Staff support children to develop the skill of sharing and taking turns with others.

Physical exercise is promoted well within the setting, for example, indoor opportunities for large group games and music and dance form part of the planning to further enhance children's physical development. Even the youngest of children can experience activities with the older children; painting activities are adapted at floor level to encourage all children to be involved.

Children proudly show their creations that are displayed on the walls. The enabling environment promotes children's choices, builds self-esteem and further enhances their independence. However, staff are not yet making the most of the outside space to enhance play and to extend opportunities for learning. As a result, children presently have few opportunities to extend their understanding of the world by exploring resources in the outdoor environment. The emphasis on independent learning means that children make suitable progress and are prepared for moving onto school or for their next steps in learning.

Staff show an appropriate knowledge of the Statutory Framework for the Early Years Foundation Stage and how to use it to support the developmental needs of each child. They understand how children learn and demonstrate an awareness of how to use observations and assessment to inform planning and children's next steps. However, this is not always consistent. As a result, the information available for the parents in the children's learning journeys is not always up-to-date and does not encourage parents to become involved in their children's learning. In addition, knowledge of children's starting points is limited because information from parents, about what their children know and can do when they start at the nursery, is not used to best effect. As a result, planning does not always provide sufficient challenge to fully promote children's on going progress. Parents communicate verbally with staff, sharing information and any concerns they may have about their children's development. This ensures staff are informed about areas that are causing concern for parents. Children new to the setting are given time and space to settle, while staff provide sensitive support and encouragement.

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

A welcoming environment is provided and children are relaxed and confident in the care of the staff. A key person system ensures that children form good attachments. Children are cuddled closely when they are unwell, tired or upset and this ensures their emotional needs are met. Young children learn how to behave appropriately as any minor disagreements are dealt with sensitively and effectively, aiding their understanding of sharing and good behaviour.

Children learn about healthy lifestyles through the daily routines, which promote healthy eating and hygiene practices. Staff act as good role models, demonstrating hand washing and reminding children to wash their hands after messy play, toileting and before eating and drinking. Children are encouraged to explore the different tastes and textures of foods, alternatives are provided if children do not wish to eat what is on offer. Staff encourage children to take regular drinks to keep them refreshed, especially after physical activities, which help them to develop an understanding of healthy lifestyles. Meal times are sociable occasion, where children sit together and chat with the staff and each other.

Children are developing good skills in handling equipment and tools effectively. For example, they competently use pencils and brushes, as well as scissors. Staff teach the children about keeping themselves and others safe, for example, by using cutlery and scissors carefully.

Children are supported appropriately in their personal, social and emotional development. Story time and circle time provide frequent opportunities for children to re-tell part of a story to other children, recall events at home and take part in a group activity. Children enjoy weekly physical exercise sessions. With the instructors and staff support, both girls and boys explore ways of balancing objects and scoring goals. Everyone is a winner and all are applauded for taking part. Staff have established links with the local schools, where some children also attend. Children are appropriately prepared for the transition between different settings as staff encourage them to be confident and develop their independence. For example, they learn to wash and dry their hands and take responsibility for tidying away the toys during tidy-up time.

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

The management and staff fully understand their responsibilities with regard to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Children are appropriately safeguarded as staff have a secure knowledge and understanding of child protection procedures. Staff understand the signs and symptoms of abuse and know what to do should they have any concerns. Risk assessments and fire drills are carried out on a regular basis and staff are effectively deployed to ensure that children are kept safe.

Professional development of all staff is supported as the manager operates an open door policy, and training needs are identified and encouraged. This provides the opportunity for staff to initiate their own ideas to further develop practice and offer a quality experience for children. Management and staff informally review and reflect on their practice and take part in discussions to improve children's learning and development. For example, a transition sheet which highlights children's home life and likes has been introduced. As a result, children are able to directly experience some activities matched to their interests at home.

Appropriate recruitment systems are in place to ensure all staff are suitable to work with children and induction procedures are sufficient to ensure that new staff understand their role. However, the inconsistent use of self-evaluation and performance management has an impact on how well the management and staff are able to drive improvements in the setting, to enhance outcomes for children.

Staff have developed some relationships with parents. They provide a range of information for parents on the notice board and share information regarding the children's welfare when parents arrive to collect their children at the end of the session. This ensures there is a two-way flow of information and enables staff to provide coordinated support to meet

children's care needs. Clear policies and procedures are in place and shared with parents and carers. This supports positive outcomes for children and underpins the smooth running of the nursery.

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
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	EY422720
Local authority	Tameside
Inspection number	888018
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	88
Name of provider	Susan Mary Holden
Date of previous inspection	21/07/2011
Telephone number	07984994324

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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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