

Caring Kindergartens

48 Hardwick Road, WELLINGBOROUGH, Northamptonshire, NN8 5AD

Inspection date	22/08/2013
Previous inspection date	20/10/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Extremely effective partnership working with parents and others means that there is a united approach to meeting individual children's needs and in helping them to develop relevant skills for the future.
- Children are totally engaged in their learning and make excellent progress taking into account their starting points and capabilities.
- Children feel very safe and secure within the warm and extremely welcoming environment. They form highly secure attachments with the nursery staff enabling them to benefit greatly from the rich, imaginative and stimulating activities on offer.
- The outdoor areas are a rich learning environment where children engage in a wealth of opportunities to develop physically and emotionally and expand their imaginations.
- The highly effective monitoring and tracking systems ensure that targets for future development are identified and continuous improvements are made. This ensures the nursery continues to provide high quality care and education for all children.

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.

Inspection activities

- The inspector was given a tour of the nursery on arrival.
- The inspector spoke with children, staff and parents during the inspection.
- The inspector observed children involved in planned and free-choice activities and discussed these with the manager and staff.
- The inspector held discussions with the manager and others at times agreed during the inspection, including a joint observation.
- The inspector looked at children's assessment records and planning, tracking and monitoring documents.
- The inspector looked at a selection of other records and documentation relating to the safe management of the nursery including recruitment and assessment of risks.

Inspector

Anne Archer

Full Report

Information about the setting

Caring Kindergartens nursery in Wellingborough was registered in 2000 and is on the Early Years Register. It is one of six nurseries under the same ownership and is situated in a converted house on Hardwick Road close to Wellingborough town centre. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 22 members of staff. Of these, 13 childcare staff hold appropriate early years qualifications at level 3, including two with Early Years Professional Status or Qualified Teacher Status. A qualified cook is employed to support the childcare staff.

The nursery opens Monday to Friday all year round except for bank holidays and the days between Christmas and New Year. Opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 93 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider ways to develop the growing area of the garden so that children learn more about the changing seasons and growth from hands-on experiences.

Inspection judgements

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

Children flourish and meet their full potential taking into account their starting points and capabilities. The acting manager and her staff fully understand how best to implement the Statutory framework for the Early Years Foundation Stage and to recognise the uniqueness of each child. Children's development and learning is exceptionally well supported including for those children with special educational needs and/or disabilities and for those who have English as an additional language. Staff carry out observations on the children throughout each day so they are able to accurately identify their next steps of learning and their interests, enabling them to plan appealing and challenging play experiences.

Assessments, such as the progress check at age two, efficiently and effectively support children's future learning needs. Excellent teaching techniques are on display throughout

the nursery enabling children to take an active part in their learning. For example, during an activity called 'pass the box', children are encouraged to help their friends recognise the picture on the card they select and then give them time to talk about it. Children are highly motivated and fully engaged in the balance of adult-led and child-initiated activities that enable them to instigate their own learning, such as the child who dismantles the train track so that he can enjoy re-building it. Parents and carers comment that they are 'extremely pleased' and 'delighted' with how their children are progressing.

Staff are highly skilled in extending children's play. They engage them in conversation while they play, to encourage critical thinking and to develop language. For example, when two children pick up a musical instrument, they are asked what they are doing. They respond that they are forming a band and several other children are encouraged to select an instrument and join in. They play their instruments for a few minutes with one child clearly taking on the role of the leader of the band as he calls out instructions.

Children with English as an additional language are supported very well by staff who share their home language. There are also picture labels throughout the nursery which enable children to express their needs and wishes until their English develops. Staff understand very well how children learn through play by following their own interests and by relying on past experiences. This is demonstrated exceptionally well throughout the nursery with the provision of designated areas, such as an inviting book corner or role play area where, for example, children prepare their dolly for an outing.

Children benefit greatly from the well-resourced outdoor areas. Children are excited by being outside and even during wet weather; some children are at times reluctant to return inside. Staff fully understand and embrace the importance of outdoor play and create a rich environment that promotes all areas of learning. Further opportunities for all children to learn about how the weather effects plant growth and for them to experience the sowing and tending of plants are being developed, to increase children's understanding of the natural world.

The busy yet calm atmosphere within the nursery and the highly effective partnerships staff enjoy with parents and other carers ensure that children settle quickly into nursery life. Children with special educational needs and/or disabilities are cared for very well. Staff work with parents very effectively to ensure that individual educational programmes are efficiently met. Professionals from other agencies who support children and families are made welcome when they come to observe the child at play and offer advice and support to the staff. Parents are very involved in their children's learning. Staff provide a variety of opportunities for them to extend their children's learning. For example, 'Trunky', likes to be taken on outings to special places with the children and their families and then the children are asked to bring in a photograph and talk to their friends about the experience. Families are invited to fun days and to participate in celebration days, enabling the children to gain first hand experiences about the cultures and beliefs of others.

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

The small key groupings contribute exceptionally well to children's feelings of well-being and security as there is always a dedicated person to attend to their needs. Children are extremely well settled and enjoy trusting relationships with staff. Because of the layout and use of the nursery, all staff and children are familiar to each other and children particularly benefit from this warm, happy atmosphere which parents comment on. As a result, children's emotional well-being is very well fostered. Information is exchanged between parents and staff each day that the child attends, ensuring that changing needs are met quickly. There are also formal meetings between parents and staff where children's development and progress are discussed and decisions made about additional support or moves to another room or to school, for example.

Children behave very well. They learn what is expected of them in this nurturing environment and on the rare occasion when their enthusiasm overcomes their sense of fairness, staff quietly remind them about being kind to their friends. Children learn how to keep themselves safe with the support of staff. For example, children are reminded to change into their indoor shoes after playing outside. Staff encourage children to learn and develop skills which will support them when they start school. For example, children learn how to wash their hands after using the toilet and before a meal and to pour their own drinks at snack and lunch times.

Children enjoy very nutritious, healthy meals and snacks which are prepared and cooked on the premises each day by the nursery cook. Account is taken of children's dietary needs and preferences and menus are displayed so that parents know what their children are having. A menu of words and pictures is placed on each table so that children can see what they are going to eat. Older children are able to choose what they would like for pudding. A list of allergies and preferences are discretely displayed in each room as well as in the kitchen so that all staff can easily check if they are unsure about a particular child's needs. Staff sit with the children at mealtimes to act as good role models as they demonstrate social skills and create a warm and pleasant occasion. Staff chat with the children about what they have been doing and what they would like to do later.

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

The nursery meets all the requirements of the Statutory framework for the Early Years Foundation Stage extremely well. It provides a very welcoming environment where children and parents are highly valued and respected. The acting manager and her senior staff team are highly effective role models who calmly and efficiently motivate the staff team so that they all want to do their best for the children attending the nursery. The acting manager is very well supported by the area manager and head office staff. Ongoing self-evaluation and critical reflection, which takes full account of the views of children, parents and staff, form a part of the process. This ensures that everyone has a clear understanding of the strengths of the nursery and is involved in the identification of areas for future development. Recommendations made at the last inspection almost four years ago have been successfully addressed.

Everyone in the nursery understands the importance of safeguarding and child protection.

Robust recruitment and induction processes ensure the suitability of new staff. All staff know their role and responsibility relating to child protection. Personal phones and cameras are locked away in the office during working hours. Staff engage with parents extremely well. All parents spoken to during the inspection commented on how much they value the nursery and how supportive staff are to their children and themselves. Staff, parents and other professionals work very well together to effectively support and promote children's development and learning. The comprehensive monitoring of children's progress means that staff quickly identify if a child requires additional support. Strong links with other agencies and other providers, such as on transfer to school, ensure that children's specific needs are assessed and that support is planned for.

There is a strong culture of continuous professional development amongst the staff who welcome ongoing professional development opportunities. Staff work together very well and are very supportive of each other. Regular supervision meetings, appraisals and management observations of staff practice ensure that any potential concerns are quickly identified and dealt with so that the nursery continues to provide a high quality service. All required documentation and record keeping for the safe organisation and management of the nursery, including staff suitability checks and premises risk assessments are in place and highly effective in ensuring a safe and secure environment.

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	220176
Local authority	Northamptonshire
Inspection number	915371
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	120
Number of children on roll	93
Name of provider	Caring Kindergartens Limited
Date of previous inspection	20/10/2009
Telephone number	01933 225633

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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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