

Kiddi-Creche Private Day Nursery

The Holmstead, Bradford Road,, Cottingley Bridge, Bingley, West Yorkshire, BD16 1NB

Inspection date

27/08/2013

Previous inspection date

31/05/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

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

- Staff have exceptional knowledge and understanding about how children learn and develop. They plan stimulating and exciting activities that motivate children to learn and consequently, children make consistently excellent progress in their development.
- Staff give utmost priority to supporting children to be active in their learning. This means children are constantly engaged in activities that interest and support them to try out new skills and theories.
- Children's welfare is substantially safeguarded and their well-being is superbly promoted.
- The highly effective partnerships between providers, parents and other agencies ensure that children's individual needs are met extremely well. There is high morale and satisfaction among the team which results in a very low staff turnover and, consequently, excellent continuity of care for the children.
- The rigorous self-evaluation process is embedded and results in numerous changes that benefit the children. The management demonstrates the capacity to maintain sustained improvements that lead to exceptional outcomes for 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.

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 interacted with, and observed, children at play and during routine care, indoors and outside.
- The inspector completed joint observations with the manager and senior staff within the nursery.
- The inspector checked evidence of staff suitability, action plans, training certificates, policies, procedures and the setting's self-evaluation.
- The inspector held meetings with the manager, deputy managers and four parents.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Kiddi-Creche Private Day Nurseries Ltd (The Holmstead) was registered in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a detached building close to Bingley, Bradford in West Yorkshire. The nursery predominantly serves families from the local and surrounding areas. There are separate units for children aged under two years, two to three years and three to five years. All children have access to a shared outdoor play area. The nursery is one of two settings run by the same providers.

The nursery opens from 7.30am to 6pm five days a week for 51 weeks of the year, excluding public holidays. Children attend for a variety of sessions. There are currently 114 children on roll, all of whom are within the early years age range.

The nursery employs 18 members of staff to work with the children. Of these, 15 hold appropriate early years qualifications at level 3 and two staff members hold Early Childhood degrees.

What the setting needs to do to improve further

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

- extend opportunities for children to recognise signage for example, by including numerals and words in the stimulating and inviting outdoors.

Inspection judgements

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

The nursery provides a child-centred environment where children flourish. Children are making significant progress in their learning and development due to the excellent quality of the provision. As a result, children make exceptionally good progress in their learning and development. The prime areas are promoted very well through activities and routines to ensure children develop confidence and independence, attaining the highest standard of readiness for school. They become self-reliant, develop excellent social skills and are fully able to communicate their ideas, needs and feelings. They show concern for others and make firm friendships as they explore and play together. As a result, children demonstrate autonomy and effective skills in determining their own personal learning journey.

Children develop positive attitudes to learning and enthusiastically engage in meaningful, purposeful play and exploration of the materials provided. Planning of activities is based on staff's thorough knowledge and understanding of each child's interests. As children approach school age they enjoy small group teaching in a separate area, with focused displays and well thought out resources, to consolidate their understanding of literacy and numeracy. For example, during lunch, smaller groups of older children practise recognising their own and their friends' names from laminated name cards and practise recognising letters and sounds.

Children's development profiles contains photographs and details of children's progress and assessments, with their next steps in learning clearly set out so that parents know what staff are working on with their children and enable them to continue with these at home. Children's development at age two is assessed and the outcome shared with parents. The staff have taken a highly professional and original approach to meet this requirement: senior staff have worked with the advisory teacher to collate a large file of evidence and guidance, to assist staff carrying out the progress checks at age two. This ensures that they are precise and accurate, and identify any gaps in progress so that additional support can be put in place. The staff are acutely aware of each child's level of understanding and stage of development. This information is precisely recorded and prepared with a quality 'snap shot' review every six months. This ensures that all children progress to their full potential and sets a firm foundation for the next and future stages of learning. The model of quality assessments used by the nursery are used for examples across the local authority for mentoring other settings.

Staff confidently explain how they promote effective characteristics of learning and development. Highly individualised planning ensures the utmost priority is given to supporting each child to reach their full potential. Staff do this by listening to children and using their expertise to plan activities to stimulate them and motivate them to learn. For example, children enthusiastically play in the water and staff harness this enjoyment by extending the play to support children to learn about the properties of objects that float and sink. Children use their critical thinking skills to find objects both indoors and outdoors to test their theories regarding whether objects will float or sink. They work together and discuss the objects that they have collected; staff support their learning by asking open-ended questions and encouraging children to experiment to consolidate their learning. Children are clearly very motivated to learn through exploration and staff are enthused by the clear display of excitement by the children. During story sessions, children talk about the stories in an imaginative way and use their imaginations to create their own story characters to develop their thinking. These activities prepare children for learning to read as they understand story structure, rhyming and that print carries meaning to communicate and express ideas. Children explore shape and colour, matching and naming two dimensional shapes, and become adept at basic calculation with the aid of quality mathematical equipment and puzzles.

Babies' care rooms are inviting as they are bright and colourful, but not over-busy. The high quality toys are easily accessible and organised into themed baskets and containers. Cosy spaces allow children to curl up and observe what is going on in the room or snuggle up with a favourite toy or book when they need a quiet rest. Sensory experiences using a variety of materials they can squeeze, shape and manipulate, encourage them to

experiment and investigate, tapping into their natural curiosity. These are included every day so children are continually stimulated to experience new textures and tastes or smells. Babies enjoy developing their physical strength and coordination in the outdoor spaces as they crawl or clamber on the low-level equipment. Babies clearly relish these experiences and beam with delight as they use water play in the outdoors. Toddlers cooperate in making a train track layout and experiment with different size crates, confidently adding items, such as role play clothes, to act out being the driver. Other children recollect their journeys on a train and re-enact their previous experiences by pretending to take things with them in small boxes used as suitcases. Children practise changing their clothing to explore the outdoors and proudly talk about why they are doing this, and the effects using the physical equipment has on their bodies. This prepares them for the changes they will encounter when starting school and becoming part of a larger group, requiring them to be more independent.

Physical development is promoted highly effectively as all children, from the youngest babies attending, have freedom of movement to select where, and with what they would like to play. For example, they have water and sand, ride-on toys and an easel with either paints or coloured pencils so they can draw or write. Space for dens is provided, such as behind some low trees and children can ask for a huge selection of additional resources by looking at pictures to remind them of the choices available. Pictorial card methods help children understand the routines and patterns of the day, so they know what is coming next and can be prepared for changes. The refurbished outdoor spaces are very well equipped and some words and numerals are placed near resources but there is scope to increase signage and text to promote literacy and show uses of print in different contexts. The nursery welcomes visitors, such as the police, to bring the wider world to the children in a safe and controlled way. Many of these are parents engaged in interesting professions which they share with the children. This is another key first-hand way that parents are involved in their children's learning. Children try on uniforms and talk to the 'people who help us' to learn about what they do. This stimulates role play and imagination, which is carried through following the visits and gives children a grasp of how the wider world around them operates. Photographic displays help children recall events and are used imaginatively throughout the nursery.

Parents are fully involved in the setting and are keen to share their views of how well their children are progressing. Parents and staff discuss children's sessions on a daily basis and this is further supported by six monthly review reports, parents' evenings, social media, bi-annual questionnaires and newsletters. Parents comment that 'children love to come and it is an amazing place' and the learning opportunities children have in the outside environment are 'fantastic'. For example, children are learning about creating a sustainable environment as they plant vegetables and plants. Children move the plants when they notice they are not growing well and they work with staff to understand that plants require water to grow. Children take great pleasure in assuming the responsibility to water the plants by carefully moving around them and ensuring the roots are sufficiently watered. Parents have been involved in giving their ideas on the use of the outdoor spaces and have provided feedback of their ideas through positive verbal engagement with the staff. This means parents feel confident leaving their children in the knowledge they are happy and continuing to make outstanding progress.

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

All children are exceptionally well settled and are happy to wave to their parents as they leave. Some children ask why their parents have arrived early to collect them and tell them they are busy playing and to come back later. This shows children feel extremely safe and secure in the setting. Children have created very strong relationships with staff and parents acknowledge the well-embedded key person system. All parents know who their child's key person is because the setting has a gradual settling-in procedure where staff, children and parents build relationships and get to know each other over several weeks. During the highly effective settling-in period staff work with parents to understand children's individual routines and their starting points. This means they can support children to settle while at the same time engage them in activities and learning opportunities that stimulate them and support them to learn and develop. All children have an 'All about me' book with full details of their individual needs. This means staff can look at them with children during the day and support them to express their feelings and extend their vocabulary as they talk about the things that are of interest to them. In addition, children's individual care routines are managed by their key person so that children feel exceptionally safe and secure in the setting. The transition documents are very well used between the rooms and the effective use of these ensure that staff are very well informed as children move between rooms.

Children are extremely well behaved because they understand the behaviour that is expected of them. They constantly share resources with others and staff are excellent role models for children. Children are understanding the importance of taking on small responsibilities as they use cutlery at mealtimes and, when they are deemed ready, are invited to cut up the fruit at snack time, thus they learn how to use a range of tools expertly and safely. Children are continuously praised and positive behaviour is rewarded. As a result, the setting is full of happy, settled and exceptionally well behaved children.

There is a wealth of opportunities for children to engage in physical exercise and learn about how to live a healthy lifestyle. For instance, children access the quality outdoor equipment to develop their physical skills including during inclement weather. Climbing apparatus in the garden allows children to take appropriate risks as they triumphantly climb to the top while being closely supervised by staff. An excellent range of menus including weaning menus for babies are provided by the setting. All food is healthy and nutritious and children talk about the benefits of eating a healthy diet. Children are keen to show their developing muscles at mealtimes and talk about eating fruits to make them strong. Staff ensure children have an alternative meal if they do not like the main meal that is provided and praise them for trying new foods and textures. This means children are gaining confidence to try new foods and they are developing a positive attitude to healthy foods. Additionally, children grow their foods in the summer months and this supports children to understand the world and where food comes from.

Staff are extremely keen to allow children the opportunity to take calculated risks. They understand the importance of children learning through active play and talk about the safety implications of activities. For example, children go around with staff to help complete the daily safety checks. They show a sense of pride and achievement when

identifying a broken object and means that children are developing excellent levels of safety understanding, confidence and self-esteem. Staff use building and construction activities to teach children about how to stay safe and the dangers they could face during activities. For example, before using the building blocks the staff demonstrate what would happen if the blocks were built too high and how they could fall over. Children know that adults must check and supervise their play to ensure the bricks do not fall and children are kept very safe. In addition, children confidently use a range of tools as they lift crates with confidence and know how to handle the tools safely. A young child becomes engrossed in extending the train track using the crates; he says 'you have to be careful with these; they are big and can fall'. These opportunities support children to develop a high level of skills for the future and learn how to keep themselves safe from harm.

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

The manager ensures that all staff have an excellent understanding of how to meet the safeguarding and welfare requirements. Safeguarding and child protection are given a very high priority. For example, the manager fully understands her role in notifying Ofsted regarding safeguarding matters and completing accurate records of any investigations. The manager and deputy have attended specialist, designated person training so that they can continue to take a lead role and support all staff in their understanding and management of any concerns arising. Staff spoken to during the inspection are clear in their understanding of how to protect children by responding promptly, and effectively when they have a concern about a child's welfare. Staff know that a child arriving with an existing injury or presenting any concern is monitored and the details are recorded so that action can be taken if necessary. Safeguarding is discussed at every staff meeting and all staff regularly update their knowledge with online refresher courses, in-house training, or external courses. The safeguarding policy, and a useful flow chart, is displayed so that it is available to parents: they are reminded and can be clear of the nursery approach to child protection and therefore reassured that their children are extremely well protected. All new staff have a clear induction which includes ensuring that their knowledge and understanding of safeguarding matters is sound, and that they are able to take action in-line with the setting's policy.

Leadership at the setting is outstanding because senior staff, supported by the manager organise every aspect of the day in meticulous detail. For example, staff rotas ensure children are cared for by familiar staff every day. The manager and deputy have a daily presence in the rooms so that they are aware of what staff are doing and can carry out informal monitoring and supervision as staff interact with the children. This ensures that the highest standards are maintained and any issues arising from practice are dealt with efficiently. It also makes the management very accessible to all staff, and helps them feel supported and valued.

Recruitment and induction is rigorous, and targeted, to make sure that new staff understand the routines and their particular responsibilities according to clear job descriptions. New staff are supported throughout a fixed probationary period and encouraged, along with established staff, to suggest any ideas and improvements. This

helps them become part of the team and feel valued. If accepted as useful, the suggestions are collated into an action plan which forms a running record of achievements and clearly shows how the setting approaches continuous improvement. All staff are thus included in the evaluation of the setting, which identifies strengths and areas for development. Building on from the previous outstanding judgement, the nursery have completed the recommendation relating to involving parents in sharing children's learning from home. Recent action taken has seen a new approach to recording discussions with parents on any new developing interests or emerging skills from activities children do at home. Further planned improvements are to provide more signage around words and numbers in the outdoors to further stimulate children's thinking. Another key feature and strength of the setting is the priority given to support staff member's professional development. Alongside the ongoing supervision and appraisal, which determines individual strengths and weaknesses, there is an expectation that staff will seek out and attend relevant courses. This includes online courses, mandatory training, such as first aid and health and safety, and curriculum courses relating to the Early Years Foundation Stage. All staff report back to their colleagues after a course, so knowledge is shared, improving practice and outcomes for children.

The manager and deputies oversee the educational programme and assess the effectiveness of staff interaction with children, to ensure that the quality of teaching remains at a consistently high standard. Additionally, the manager attends forums with the local authority to regularly share ideas and excellent practice. Advice and guidance from outside bodies, such as, the local authority are welcomed; the setting is proactive in seeking guidance and keeping abreast of developments so that the quality of care is exceptional. The local authority are close partners and often use the setting to mentor other nurseries as an example of exceptional practice. Morale and motivation amongst staff is high because they feel part of a successful setting and strive to maintain the standards and reputation that have built up, by giving their best to the children they are working with.

Staff have created excellent partnerships with parents. Staff listen to parents' views and parents feel exceptionally welcome in the setting. All parents spoken to at inspection were extremely positive about the setting and spoke extremely highly of the staff. Partnership working, including with other providers of early years education, as well as professionals, such as local schools, speech therapists and health visitors, is well-established and has a positive impact on children's care and well-being. Key persons quickly determine when additional help is required and work with parents to set a plan in place, so that children do not miss out on any learning or play opportunities. By reviewing these plans regularly and working closely with parents and others caring for the child, children's needs are exceptionally well met. Feedback data from the partner schools demonstrates that the impact of the children moving from the nursery into school is exceptional.

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	EY268493
Local authority	Bradford
Inspection number	915616
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	114
Name of provider	Kiddi-Creche Private Day Nurseries Ltd
Date of previous inspection	31/05/2011
Telephone number	01274 562628

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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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