

# Kiddi Day Kare

103 Crescent Road, DUKINFIELD, Cheshire, SK16 4HG

<b>Inspection date</b>	26/09/2013
Previous inspection date	07/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff respond to children's interests, know children well and use this knowledge to promote learning within all activities. As a result, they consistently make good progress in relation to their starting points.
- Children are happy, motivated and eager to learn. They are very independent, making good choices about their play, showing high levels of esteem and confidence in the nursery.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Partnerships with parents and other early years providers are effective and make a significant contribution to meeting all children's needs.

### It is not yet outstanding because

- Staff have not yet considered the best way to extend the opportunities for children to hear and say the initial sound in words, link sounds to letters and write for a purpose in order to further enhance their good literacy skills.
- The good systems in place for monitoring staff performance do not yet fully include systematic peer observations, in order that staff can learn from each other through honest and critical reflection.

## 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's activities in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Julie Kelly

## 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 owned 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 playrooms and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday, from 7am until 6pm all year round, with the exception of two weeks at Christmas. There are currently 87 children on roll. Of these, 43 are within the early years age group and the remainder are children aged between six years and 11 years who attend before and after school and during school holidays. Children attend for a variety of sessions.

The nursery provides funded early education for two-, three- and four-year-old children. It employs 12 members of childcare staff. Of these, six hold an early years qualification at level 3, two hold an early years qualification at level 2 and three are unqualified. The manager holds an early years qualification at level 5.

### 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 enhance their good literacy skills, for example, by providing an extensive range of multisensory activities and experiences to enable children to link sounds to letters, hear initial sounds in words and write for a purpose
  
- build on existing good systems for monitoring of staff performance, for example, by fully establishing peer observations to continue, strengthen and improve their already good practice.

## Inspection judgements

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

Babies and children are happy and motivated to learn through the provision of interesting and challenging activities and experiences to meet their individual needs. Staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage and a clear understanding of how children learn. The planning of the learning environment is

linked to the seven areas of learning. There is a sharp focus on helping children to acquire communication and language skills, supporting physical, personal, social and emotional development in order to improve their learning from their starting points. This ensures that children are mostly well prepared for school and their next stage of learning. Babies freely explore their environment and crawl rapidly towards the resources that excite them. They explore different media through their senses and investigate the texture of assorted resources housed in treasure baskets which effectively promotes their natural sense of curiosity. Older children have a wonderful time as they experiment with paint; they squeeze it through their fingers and paint their hands, arms and faces. Extra-curricular activities, including Spanish and French lessons and football sessions, delivered by external providers further enhance the quality experiences provided for all children.

Staff teach children to share and take turns and cooperate with each other as they play. Children demonstrate their learning as they play harmoniously together, collaborate with each other and swap resources. They demonstrate friendly, caring behaviour towards staff and each other. For example, older children find younger children toys they want to play with and help staff to tidy up resources. Children learn about different cultures, religions, languages and festivals which successfully promotes their understanding of the similarities and differences between people. As a result, children are sensitive to the needs of others and fully embrace the diverse community they live in. Babies and children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Staff provide skilful and sensitive support to help children to achieve, which effectively builds their self-esteem. They consistently praise children for their achievements and use words, such as 'wow', 'that's fantastic' and 'well done', to encourage them to persevere with tasks and gain a sense of pride in their achievements.

Staff support babies to develop their communication and language skills as they encourage them to babble and repeat sounds back to them to develop their understanding of two-way conversation. Older children develop their communication and language skills because staff skilfully use open-ended questioning techniques to challenge their thinking and encourage them to communicate their thoughts and ideas as they play. For example, pre-school children are competent at explaining their thoughts as they say 'You know, there's a snake with a diamond on its head and if you open your eyes you turn to stone, I've seen it on the telly' and 'I don't like to eat carrots because they make you little'. The print rich environment and the use of labels, signs and posters successfully supports children to learn about words and that print carries meaning. Furthermore, displays on the walls which contain words and phrases in a variety of languages effectively promote children's understanding and awareness of a broad range of different scripts. Staff effectively use puppets and props to support children's listening and attention skills and extend their vocabulary by introducing new words, such as 'fierce', 'camel', 'giraffe' and 'cheeky'. Children are eager to participate in story sessions and when staff ask them why the boy couldn't keep the snake as a pet, they respond with 'because it was too slimy.' Children use a self-registration system to help them to learn to recognise their own and other children's names, which supports their developing literacy skills. However, as yet, staff have not yet considered the best way to strengthen opportunities for children to hear and say initial sounds, link sounds to letters and write for a purpose.

Babies develop their physical skills as they have the freedom and space indoors to move, roll, crawl, stretch and reach. The environment is well organised with sturdy, low-level units so that they can pull themselves up to a standing position and cruise along the furniture. Older children develop their large muscle control and coordination as they run around outside, practise ball skills and negotiate space as they successfully complete an obstacle course.

Teaching is effective and observation assessment and planning procedures are focused and comprehensive. Staff plan the learning programme from the information gathered from parents on entry and subsequent focused and incidental observations. This means that staff have a detailed knowledge of every child's current and future learning needs. Children's learning journey records contain a wide range of information, including photographs, observations and examples of their work. They are well presented and 'parent friendly' and are a lovely record to share with parents as evidence of children's achievements and progress. Home links and good information sharing with parents are also included in this process. This provides staff with a clear picture of what children can do and accurately assesses their needs and the next step necessary for their continued development. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through daily verbal feedback, diary sheets and regular opportunities to review learning journey records.

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

The welcoming, child-centred environment is attractively decorated with children's artwork, photographs and wall displays. This, together with the friendly and reassuring staff, reinforces that children are valued, which in turn enhances their emotional well-being. The key person system is effective and well embedded which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Staff greet children and welcome them into the room which ensures that they feel valued and cared for. A warm and caring environment is created in which children are supported by the consistent routines and the effective, trusting relationships with their key person. Babies are looked after by loving, caring staff who intuitively understand their individuality and respond quickly to their physical and emotional needs. All children show a strong sense of self and as they independently explore their environment. Children confidently seek reassurance and support from staff if they need help or comfort, which demonstrates that they feel safe and secure within the setting. For instance, children try to complete tasks by themselves, but then say 'Can you help tie my laces?' after putting on their own shoes.

Babies and children are happy, content and well settled in the nursery because staff have a thorough understanding of their needs through information provided by parents on entry. Staff collect family photographs from parents to put into their learning journey records and these are often used to talk to children about their home and the people who are significant to them. They provide effective support to prepare children as they move on to the next stage in their learning. Children are well supported in their transitions within the setting through settling-in visits with their key person as they move into a

different room. All individual records and learning journeys are passed on to the next key person in order to meet and support children's individual welfare and development needs. Consequently, children experience continuity and consistency of care and learning.

Children's health and self-care is well promoted through good hygiene practices throughout the setting. The accessibility of hand washing facilities ensures that children are competent at managing their own personal needs independently. Staff are sensitive and caring and respond quickly to children's physical needs to ensure they remain comfortable. Staff teach children about the importance of healthy eating as they provide them with nutritious snacks and meals and encourage them to try new foods and textures. Menus are carefully planned to ensure children receive a healthy balanced diet. Staff discuss with children the reasons why they need to eat fruit and vegetables that make their bodies grow, during meal and snack times. Children have access to fresh drinking water throughout the day to ensure their bodies remain hydrated. Children have daily access to outdoor play to access regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff help children manage their behaviour as they explain about sharing, distract children with other resources and talk about feelings. They consistently praise positive behaviour by using words, such as 'what good listening' and showing children the 'thumbs up' sign. Staff respond to minor disagreements sensitively and calmly and encourage children to talk about what has happened and what they can do to resolve the situation. This helps children to become aware of the effect their actions have on others. Through effective daily reminders, staff reinforce the behavioural expectations, such as taking turns, using kind hands and sharing. Staff provide consistent and clear boundaries to promote children's positive behaviour and, as a result, their behaviour is consistently good. They sit appropriately during mealtimes, are polite and ask for things nicely as they respond with 'please' and 'thank you'.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day to day routines and understand the procedures in place to ensure they are kept safe. For example, they know that they need to pick up resources so that they do not fall and not to run around indoors.

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

Staff have a good knowledge and understanding of how to protect and safeguard children and policies and procedures are known by all staff and implemented consistently. They are fully aware of what to do and who to contact if there are any safeguarding concerns and all staff have attended safeguarding training. Risks are managed effectively and daily checks of the indoor and outdoor environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and extensive security systems, such as keypad locks on doors and safety gates, ensure that children are

kept safe at all times.

Robust recruitment and selection procedures, for example, induction, probationary periods and completion of checks pertaining to their suitability, ensure that practitioners are skilled and safe and children are well protected. Staff's ongoing suitability and quality of teaching is monitored through appraisals and a programme of training to address underperformance and increase staff skills. Staff organise regular fire drills at various times and different days to ensure that all children, including those who attend before and after school, are aware of the procedure to follow in the event of an emergency. Staff are deployed effectively to ensure that children are well supervised at all times and that ratios are consistently met. An extensive range of policies and procedures successfully underpin daily practice and is available to parents.

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning. The manager uses her expertise, experience, wealth of knowledge and skills to maximum effect to expertly guide and support staff in their practice. She adopts a 'hands on' approach and observes and mentors staff and consistently role models good practice to strive to achieve the best possible learning outcomes for children. However, as yet, she has not yet fully considered the implementation of a peer observation system in order for staff to learn from each other through honest and critical reflection. The nursery works closely with the local authority and acts on their advice to help ensure that activities provide children with challenge and meet their individual needs. Consequently, staff have recently updated the systems they use for observation, assessment and planning, which helps them to focus on identifying and implementing the next steps for children's learning through a balance of child-initiated and adult-led activities. Staff effectively observe and monitor children's progress to ensure gaps are narrowed for individual children. They actively involve parents in this process, which means that children can receive the intervention they need to help them in their future learning. As a result, since the last inspection, the manager and staff have made changes that have significantly improved outcomes for children, including meeting all previous actions and recommendations.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are strong. Children's learning journey records are shared with them and they access a broad range of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily, face-to-face communications, achieved through the meet-and-greet open door policy. Systems for effective working with other early years providers, such as local schools, are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the setting to get to know the children and share their learning and development, which effectively supports children with the transition to school.

Parents are highly complimentary about the nursery and the care and education their children receive. They say that 'staff listen to children's views, opinions and ideas' and that they have 'a good relationship and rapport with the children'. Parents comment that their children make good progress in all areas of their learning and development.

### **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

<b>Unique reference number</b>	EY422720
<b>Local authority</b>	Tameside
<b>Inspection number</b>	933100
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Susan Mary Holden
<b>Date of previous inspection</b>	07/02/2013
<b>Telephone number</b>	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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Piccadilly Gate  
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Manchester  
M1 2WD

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