

Kiddiecare Day Nursery Limited

Off Grange Lane, WINSFORD, Cheshire, CW7 2BP

Inspection date	24/09/2013
Previous inspection date	05/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children thoroughly enjoy their time at this welcoming nursery. Staff have a good understanding of how children learn and provide a broad range of interesting experiences to help children make good progress from their starting points.
- Staff in the pre-school sessional room are creative and highly skilled and teaching and learning is consistently good and on occasions outstanding. Therefore, children show high levels of interest, independence and curiosity as they play.
- The effective key person system supports good engagement with parents and carers and places a clear focus on supporting each child's personal, social and emotional development.
- The strong leadership team provide good support and continuous professional development for all the staff. This results in a well-motivated staff team, who are keen to continually raise their skills and knowledge, to promote achievement for all children.

It is not yet outstanding because

- There is scope to enhance further, the monitoring of the use of resources and build on the sharing of good practice to enhance the already good learning opportunities for children.
- There is scope to further extend opportunities for the more able children in the two- to three-year-old room by providing a more challenging range of experiences, to further enhance their learning.

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 playrooms and the outdoor play areas.
The inspector held a meeting with the registered person, deputy and the pre-school manager and conducted a joint observation with the registered person and the deputy manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Kiddiecare Day Nursery Limited is one of two nurseries privately owned by the registered providers. It opened in 2003 and operates from four rooms in a purpose-built building, which is situated in the grounds of the Verdin Exchange in Winsford, Cheshire. All children have access to outdoor play areas. The nursery is open each weekday from 8am to 6pm all year round. Children attend for a variety of sessions. The out of school provision operates before and after school and the holiday club is open during school holidays from 8am to 6pm.

There are currently 75 children on roll in the early years age group. There are 10 children aged from five to eight years and nine aged over eight years in the out of school service. The nursery is in receipt of funding for the provision of early years education for children aged two-, three- and four-years-old. The nursery supports children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, two hold Early Years Professional Status, one holds a qualification at level 5 in early years and 11 hold a qualification at level 3 in early years. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further the monitoring of the use of resources and consider further ways to further build on the good quality practice in place in the pre-school sessional room, for example, through the sharing of good practice

- provide a more challenging range of experiences for the more able children in the two- to three-year-old by placing a greater emphasis on supporting their understanding of the world and mathematics, to further enhance their learning.

Inspection judgements

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

Staff are clearly committed and enthusiastic in their roles and value their time with the children and their parents and carers. A successful two-way flow of information and

communication, from the outset, when children first start and throughout their time, results in good partnership working. For example, they contribute to the children's initial assessment and have the opportunity to contribute to ongoing assessments and the planning of activities. Many parents and carers play an active role in nursery life, such as attending the 'Stay and Play' sessions, where they spend time with their child and learn how they can support their children's learning at home. In addition, some parents regularly volunteer their time by reading a story to the children. For example, parents of children who speak English as additional language regularly share a story in their home language. This helps children value linguistic diversity and these close working relationships offers good support for these children.

Staff use ongoing observations and assessments of what the children do and like and use this information as a base to plan a broad range of experiences, which are enjoyed by the children. Staff caring for children under three years place a strong focus on ensuring they foster the children's personal, social and emotional development, provide daily opportunities for physical activity and support the children's communication and language. However, there is scope to further extend opportunities for the more able children in the two- to three-year-old room. For example, by providing a more challenging range of experiences by supporting their learning in understanding of the world and mathematics, to further enhance their learning. Staff caring for children over three years in the pre-school room and the pre-school sessional room, successfully shift the balance from the three prime areas to more equally promoting all areas of learning. Consequently, children are successfully engaged in active learning. For example, topics, such as 'Transport' and 'People who help us' are used extremely well to provide good quality teaching in all areas of learning. In particular, staff in the pre-school sessional room, provide a wealth of activities and use creative resources with a clear learning intention in all areas of learning. Consequently, teaching is consistently good and on occasions outstanding, and therefore, the children are well prepared for school.

Children's personal, social and emotional development is fostered extremely well. Children are happy, confident and show good levels of interest and enjoyment in their chosen play. Children show a strong sense of belonging and know the routine well and are supported to increase their self-help skills. For example, children help give out the plates and cutlery at meal times and are keen to help tidy up.

Children's communication and language is supported well. Staff in all the rooms place a strong focus on whole group time, small group work and one-to-one work to encourage children to communicate. Older children easily speak, recall events and consider future events. Staff ask interesting and challenging questions to make them think. For example, children are curious to know what is in the box the member of staff has presented at group time. She places a clear emphasis on giving them the time to explore their ideas. Consequently, children are confident speakers and begin to think critically. Staff caring for the babies give their full attention, use their voice and touch to communicate with them and use songs throughout the day to capture their interest. Staff repeat words and describe what children are doing during activities, to help increase their language.

Staff provide good opportunities to promote the children's physical development. All children can freely use the outdoor areas, which are easily accessed from individual

rooms. All areas incorporate a challenging range of physical play apparatus, such as, climbing equipment, wheeled toys, rockers and balls, to increase and test their physical skills.

Children over three years build secure foundations for early literacy. Staff skilfully introduce letters and sounds in fun activities, such as, rhyming and listening activities and emphasise the initial sounds of words during activities and general discussion. All children have good opportunities to make marks both outdoors and indoors as they use paint, crayons, chalk and the well stocked writing areas. Books and story props are used well. For example, in the pre-school sessional room, children recall and tell their favourite stories and sequence them, using an interesting range of visual aids, which capture the children's interests.

Children over three years have meaningful opportunities to learn about the natural world and people. For example, children have been planting and caring for tomatoes, sunflowers and cress seeds. They celebrate a range of religious festivals and children have opportunities to taste foods, wear costumes and listen to music from other cultures. They confidently use the computers to support their learning and to increase their mathematical learning as they problem solve, sort and match. Staff reinforce mathematical concepts and ideas well through the daily routine and everyday activities. For example, resources, such as sand times, scales, measuring tapes and numbers are used very well in areas, such as the role-play area, sand and water to incorporate a mathematical element. Consequently, children confidently use mathematical language, such as, long, short, high, more and less. They easily recognise numbers and begin to use addition and subtraction.

A good selection of art and craft materials are made readily available for children to use at their own leisure. Staff provide good opportunities for all children, including babies, to use their senses to explore resources, such as, the dough, ice cubes, pasta, flour and semolina. Musical instruments are used well both indoors and outdoors to encourage children to consider sound and move in a variety of ways. The role-play areas for children over three years, in particular, are extremely well resourced and give children very good opportunities to adopt roles, be imaginative and further extend their play.

Children attending the after school service and holiday club have use of the pre-school sessional room, which is very well resourced and provides a superb range of resources for children to be creative and invest their curiosity. They also benefit from outings to places of interest and leisure activities, and consequently, enjoy their time at the club.

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

Children are happy and settled in this very warm and welcoming nursery. Staff know the children very well due to the strong assigned key person system. The children have good relationships with the staff which supports their physical and emotional well-being and promotes their personal, social and emotional development. Useful information is obtained from parents from the onset of care to ensure that all children's individual needs are well met. Babies routines are followed according to their personal needs and staff are attentive

to their individual care needs. Staff are positive role models and act as good play partners and gently reinforce positive behaviours. Consequently, children are well behaved, easily take turns and share. Staff place a clear emphasis on children learning how to stay safe. For example, a topic on 'People who help us', and visits from the police and fire brigade helps reinforce these important messages.

Overall the resources are used well and there are secure systems in place, to help staff to build effectively on children's achievements in learning. Therefore, children make good progress in their learning and development. Transition from one room to another is also carefully managed and staff effectively share information about the children's care needs and make good use of the children's assessment records to continue to support their education. Transition arrangements for the children's next phase in their learning, such as when they start school are well supported through established and valuable links with local schools.

Good attention is given to encouraging children to adopt healthy lifestyles and providing daily opportunities for outdoor play. They benefit from freshly cooked, healthy, nutritious meals and staff support children well to try new foods and help feed those children who need extra support. Children's special dietary requirements are well met including children's likes and dislikes, and consequently, children are provided with meals, which they enjoy. There are good systems in place to secure the children's welfare and well-being. First aid requirements in relation to ensuring at least one person must have a current first-aid certificate must be on the premises and on outings is met and exceeded. All accidents or injuries sustained at nursery, which require any first-aid treatment are recorded in full and parents informed. The nursery is kept clean and hygienic and good practices adopted to prevent the spread of infection, such as clear hand washing routines and wearing protective clothing when changing nappies and serving food.

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

The leadership team consists of the two registered individuals of whom one oversees the maintenance of the building. The other is actively involved in monitoring, challenging and supporting the manager, deputy and pre-school manager to ensure the smooth running of the nursery. The team are well qualified and experienced and clearly recognise the value of continuous improvement. Consequently, some of the management team now hold the Early Years Professional Status and the majority of the staff have attended ongoing training to improve the quality of teaching and learning. The leadership team have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage.

High expectations and good standards are embedded across all areas of practice with clear and achievable plans which are accurate, realistic and challenging. The effective use of professional room supervision, annual appraisals, regular monitoring and training, result in an effective and enthusiastic team. However, there is scope to enhance further the monitoring of the use of resources and build on the very good quality practice in place in

the pre-school sessional room, by sharing best practice across each of the rooms. There are effective systems in place to manage any under-performance in relation to securing the children's education, safety and well-being, which is tackled and managed very well. The recommendations made at the last inspection has been successfully addressed in relation to involving parents and carers in their children's learning from the start and planning for the varying learning styles within the group. Therefore, outcomes for children's learning are good.

There are effective procedures in place to update all staff about health and safety and any risks identified are recorded and acted on promptly to minimise and remove hazards to children. Staff have a secure understanding of child protection issues and the procedure to follow in the event of safeguarding concerns. In addition, there are effective vetting, recruitment and induction procedures in place to ensure adults caring for children are suitable to do so. Consequently, children's safety and welfare secured.

Partnership with parents and carers is strong. There is a clear written complaints procedure in place and any written complaints are promptly investigated and a written record of their outcome maintained. Parents and carers are kept well informed through the nursery prospectus, noticeboards, newsletters, policies, daily feedback and children's progress reports every term. Parents and carers spoken to on the day of the inspection and ongoing parental satisfaction surveys are positive about the quality of the service, how well staff know their children and the progress they have made. Effective partnerships working with other professionals, agencies and the local children's centre involved with the children attending, results in good support for children in their welfare, care and education.

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	EY268102
Local authority	Cheshire West and Chester
Inspection number	933947
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	75
Name of provider	Kiddiecare Day Nursery Limited
Date of previous inspection	05/10/2009
Telephone number	01606 869324 01606862471

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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
Store St
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M1 2WD

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