

Kiddi Caru Day Nursery

The Valley Park Centre, Sugar Way, PETERBOROUGH, PE2 9QB

Inspection date

20/08/2013

Previous inspection date

25/10/2012

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 make good progress in their learning. Their personal, social, communication and physical skills are prioritised and teaching by professional practitioners further promotes their development.
- Children are confident, independent learners. The stimulating environment offers opportunities for exploration, risk-taking and problem-solving.
- Partnerships with parents are good, as the nursery involve them in many ways. Wider partnerships flourish as attention is paid to developing mutually beneficial working relationships.
- Leadership of the nursery is effective. Practitioners feel valued and appreciated and children receive an enhanced experience as a result.

It is not yet outstanding because

- There are missed opportunities at lunchtime in the Ladybird Room to improve children's language with regard to food, healthy eating and their understanding of good manners.
- Practitioner deployment as children settle for a sleep in the Ladybird room does not offer children a calm or restful atmosphere, or help them feel relaxed or secure.

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 observed activities in the six main playrooms and the outdoor area including a joint observation with the manager, of a French singing activity in one of the two pre-school rooms.
- The inspector held a meeting with the manager of the nursery and spoke to children's key persons during the inspection.
- The inspector looked at children's assessment records, planning documentation, the evidence of the suitability of practitioners working within the nursery, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day.

Inspector

Deborah Hunt

Full Report

Information about the setting

Kiddi Caru Day Nursery was registered in 2004 and is on the Early Years Register. It is one of 20 nurseries run by The Childcare Corporation plc. It is situated within a purpose built, two storey building in Peterborough, Cambridgeshire. Children attend from Peterborough and the surrounding villages. The nursery is accessible to all children and there is an enclosed outdoor play area.

The nursery employs 39 members of childcare staff, 33 of whom hold an appropriate qualification at level 3 or above. Three members of staff are working towards a qualification. The nursery also employs administrative and catering staff.

The nursery is open Monday to Friday of each week from 8am until 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 169 children attending who are in the early years age group. The nursery provides funded early education places for two-, 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. The nursery is a member of the National Day Nurseries Association. They receive 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:

- develop practice further within the Ladybird Unit at mealtimes to help children understand why it is important to have a healthy diet, to develop language about food and to learn good manners
- improve the deployment of practitioners in the Ladybird room so that children's sleep routine at lunchtime is a calm and well-managed process.

Inspection judgements

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

The educational programmes have depth and breadth across the seven areas of learning. Children are motivated and enthusiastic about the activities offered; they join in eagerly

and enjoy their time in the nursery. Practitioners provide interesting and challenging experiences that meet the needs of all children attending. They demonstrate a very good knowledge and understanding of how to promote young children's learning and development. Planning is based on the individual interests of each child and activities and teaching delivered are differentiated to offer them targeted learning opportunities. Practitioners make frequent observations of children as they play, which enables them to assess their learning needs and using their interests, plan a range of challenging activities. They actively listen to children and perceptively question them, to extend their learning and enhance their understanding. Practitioners evaluate the progress children are making through careful recording and assessment, and they know children well.

The recent refurbishment of the nursery has provided children with revitalised, well-thought out learning environments. Practitioners confidently interact with the children to promote their learning through the wide range of high quality resources on offer. Consequently, children are active, inquisitive and independent learners. This means that children are well-prepared for the next stage in their learning, including school.

Practitioners effectively promote children's skills in language development and literacy. The nursery has a welcoming and well-resourced book area in reception, from which children can select a bedtime book to read at home. In addition, the nursery has registered with the Bookstart initiative and each pre-school child has received a book bag and books. Children have access to a variety of books within each unit and practitioners read with them, both as part of planned activities and spontaneously at children's request. For example, practitioners cuddle babies on their knee as they read a book with them that the children have brought to them. Children in the Ladybird room enjoy learning animal names and the sounds they make as they look through a 'touch and feel' book. They enjoy copying practitioners as they clearly models new words and sounds. Pre-school children use stories as the basis of further exploration of topics, as they dress-up on World Book day as '101 Dalmatians' after reading the story. Throughout the nursery, from babies upwards, children listen attentively to age appropriate stories. Practitioners engage their interest as they show them pictures and ask open questions using skilful storytelling techniques. Older children are encouraged to predict and relate stories to real life or other activities. The nursery has offered practitioners much training in speech and sounds, following feedback received from local schools that children need further support with phonics. This is clearly having positive results within the nursery. Children are confident communicators and happily engage in conversation with adults and other children. Practitioners are skilled at listening and talking to children to promote their speech and widen their vocabulary.

Much work has taken place to further improve the outdoor learning environment. This follows training in 'making it better for boys'. The stimulating outdoor provision has, therefore, been enhanced to offer greater risk and challenge. For example, the whiteboard has been taken outside for large scale activities using vertical whole arm movements. Children's outside play and learning is carefully planned to offer a wide range of different activities. These include negotiating soft play shapes, using sit and ride toys, growing sunflowers in pots, mark making, drawing and enjoying spontaneous picnics. Children benefit from the thoughtful actions of practitioners who create a seaside beach hut for them in the playhouse. A beach area with shells and an ice cream parlour are set up inside

and children have rugs and blankets on which to read the variety of books they find there. Colourful bunting hangs across the outside, decorated with children's glittery handprints. Children learn about keeping themselves safe as they read the sign outside to 'mind your head'. Raised planting beds are formed in large tyres and children grow pumpkins, carrots and beans. They learn about the contribution vegetables make to their health as practitioners explain this to them when they prepare and eat what they have grown. Pre-school children compete to grow the biggest sunflower, which practitioners help them plant in a pot that they can see from the window in their room. They delight in reminding practitioners that they need watering each day. Children engage in self-initiated play as they create wooden runways and build up layers of crates. The discussion evolves as they build and they choose to involve a practitioner as they tell her to 'look out, there's a crocodile!' The children's imaginations take hold and they have fun as the practitioner encourages them to further develop their story.

Children develop their interpersonal skills as they are encouraged to take part in activities that help them learn associated skills. For example, pre-school children celebrate the birthday of 'Edward Bear', who comes home with them to join them on activities outside of nursery. Practitioners ask children how they would like the party to be organised and children decide on games, dancing, activities and a cake. They make party hats with shiny decorations and feathers and birthday cards for Edward. Posters on the door to their room saying 'Happy Birthday Edward' help children learn about how birthdays are celebrated. Children dance to the disco music, play musical bumps and statues and have a party tea with a chocolate cake cooked by the nursery chef. Children excitedly note that it has Edward's name on it in white icing.

Babies explore first experiences in each area of learning through the carefully planned activities practitioners offer them. They use hairbrushes, look at their faces in mirrors and play with curlers and hairdryers in their hairdressing salon. Practitioners set this up as they noticed the babies' interest in brushes when they were playing with the treasure baskets. Children are curious and explore their environment confidently as they climb into the book box and 'read' their favourite books. Messy play is a frequent feature of the babies' days. They experience the feel of shredded paper as a practitioner lets it fall softly over their heads and they delicately feel it with their fingers before being certain enough to search in it for the hidden cars and trucks. They crawl through paint and delight in the feel of it against their skins, creating patterns, which become a display on the wall and learn colour names as they make marks with felt tip pens.

Practitioners enjoy good relationships with parents. This relationship begins as children begin attending the nursery. During this time, useful information is gathered to enable practitioners to establish children's learning and development to date and decide the first steps in their learning. The nursery takes care to both involve parents in their children's learning and keep them well-informed about their progress. For example, younger children have daily diaries, bi-annual parent evenings are offered and parents are invited to come in and join their children for play sessions. This enables them to better understand what their children learn through their play while spending quality time with them and seeing how the nursery operates. Preparations for children going to school are enhanced in the child's final year at the nursery. Children change for yoga sessions to help them become competent in preparation for PE at school, dress-up in school uniforms and teachers visit

to see the children in the nursery setting. These activities and many more, help smooth the way for children as they begin their formal learning in school.

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

Children are settled into the nursery through individually managed induction arrangements. This ensures that both parents and children build mutually trusting relationships with key practitioners from the start. Children's key persons are decided once the nursery has seen which practitioners children naturally build a bond with. Consequently, children build secure emotional attachments and feel safe with trusted adults within the nursery environment. Children display high levels of confidence and older children play well together, demonstrating a clear understanding of the boundaries and expectations of the nursery. Strong relationships develop at all levels and children are learning to respect and celebrate each other's differences. For example, children learning English as a second language share their culture and traditions, which are very much included and involved in activities. The nursery has a welcoming and friendly atmosphere. Parents are greeted as they enter the nursery and useful exchanges of information take place about each child's day. Children call out 'bye-bye!' to their friends as they go home. Such activities help children feel relaxed and an integral part of the nursery.

Children enjoy healthy nutritionally balanced meals at the nursery, including the snack provision. The nursery head office has taken advice from a nutritional expert to devise the five week menu rotation and help ensure that children have everything they need. All food is freshly prepared each day by the nursery chef. Children know to wash their hands before they eat and older children help to prepare for snack and mealtimes. However, the mealtime routine in the Ladybird room does not help children learn about food in relation to a healthy lifestyle, or support the development of food related language and good manners are inconsistently promoted. Children throughout the nursery sleep and rest according to their individual needs and parental wishes. However, in the Ladybird room, practitioner deployment at such times does not offer children a relaxed or organised routine to help them settle easily. The nursery encourages children's independence in many ways. For example, they learn to put on their own coat and shoes, pre-school children develop the skills to manage the stairs safely and children help tidy away resources at transitional times of the day.

The nursery provides a very well-resourced and welcoming environment to support children's all round development and emotional well-being. Children benefit from additional 'all inclusive' activities, which enhance their nursery experience. Babies are offered treasure basket play as they explore natural materials and objects. They learn through 'sing and sign' sessions and parents are involved as they learn the two new signs each week. All ages enjoy music and movement, yoga sessions and cookery and older children learn French through singing and action rhymes. Additionally, the sensory room offers children the opportunity to explore play through their other senses and offers them a calm and quiet environment. The nursery children go for walks in the local area to purchase cookery ingredients from the local shop and take part in number and nature walks. Visitors to the nursery also offer children an added dimension to their learning as

children marvel at exotic animals brought in and learn how snakes shed their skins and what a tarantula looks like. Children enjoy other outings from the nursery. For example, they go on walks in the local area and visit the local country park. These experiences give them the opportunity to enjoy fresh air and successfully support their physical development.

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

The nursery manager is enthusiastic and dedicated to further improving the nursery. She has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. Practitioners are appreciative of the difference she has made to the nursery since her appointment and value the improvements being made to the nursery. This helps them feel appreciated and committed to the future developments planned. Regular team and unit meetings provide everyone with the opportunity to contribute ideas and thoughts to decision-making. Training and good practice are shared. A thorough programme of continuous professional development motivates practitioners and further enhances practice. Supervision and performance appraisals are well-embedded and are usefully employed to support practitioners, which benefits individuals and the nursery as a whole. Under performance and disciplinary procedures are capably and thoroughly managed. Effective recruitment and induction procedures are in place and bank and relief staff, students and trainees receive equal consideration. In this way, the nursery takes steps to only employ practitioners with appropriate skills and experience.

Partnership working with parents makes a strong contribution to meeting the needs of all children. Practitioners offer parents a warm welcome and friendly, informative discussions take place at handover times. A number of opportunities are offered to parents to involve them in their children's nursery experience and learning. For example, children and their fathers share breakfast at the nursery on Father's Day, parents attend the Sports Day and a Graduation Ceremony for pre-school children is well-attended. Nursery outings and trips are also offered. In addition, newsletters and parent consultation evenings are features of the nursery. The comprehensive nursery website also offers parents an additional way to find out about the nursery and parents can visit the social media page. These measures help to ensure that parents are kept well-informed about their children's learning and development.

Strong relationships have been developed with other professionals. The nursery manager liaises with other early years providers to share good practice and support children who attend other settings. The nursery works closely with the Area Special Educational Needs Co-ordinator and other agencies to support children with special educational needs and/or disabilities. Firm relationships exist with a number of local schools. The nursery tries very hard to achieve visits to school for as many children as possible. Close partnership working with other professionals helps ensure that children's needs are identified and that they make good progress in relation to their starting points.

Arrangements for safeguarding children are good. Children play and learn in a safe

environment as practitioners offer them vigilant supervision. Thorough policies and procedures support practitioners to meet the safeguarding and welfare requirements of the Early Years Foundation Stage well. The inspection took place following allegations that children were left with unqualified practitioners on more than one occasion, that complaints were not dealt with properly and that children were improperly supervised. The inspection found that the nursery consider ratios very seriously and as there was one occasion on which this did occur, practice has been amended to ensure this does not happen again. No evidence was found to support other allegations made. All practitioners display a clear and thorough understanding of the procedures to follow should they have any concerns about a child in their care. They are aware of where to find the necessary contact details and are vigilant about the children in their care. Safeguarding is a standing item on the team meeting agenda and at supervision meetings, which helps ensure that it is always at the forefront of practitioner's minds. This helps promote children's well-being and their welfare. Risk assessment is rigorous, typified by the careful approach taken with the recent alterations to the ladybird room, which has been made into one space from two previously separate rooms. At each stage of the work, separate and through risk assessments are completed. Dedicated practitioners set up the rooms and ensure that they are suitable for children's use. Additionally, they seek to offer children a welcoming, stimulating and well-organised environment on arrival the following day. Through such actions, practitioners offer children a safe, happy and interesting environment in which to play and learn.

The nursery manager and her team have ambitious plans to further improve the nursery. Progress is monitored through the accurate and well-documented self-evaluation form. Excellent support is offered through the organisation's central functions, which ensures quality is also externally assessed. A number of future improvements are planned, which include developing cohort tracking and improving the business plan to align with the Ofsted self-evaluation form. A detailed business plan is used to ensure that planned improvements are prioritised and delivered on time and that the impact of action taken is carefully evaluated.

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	EY277757
Local authority	Peterborough
Inspection number	927716
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	29
Number of children on roll	169
Name of provider	The Childcare Corporation Plc
Date of previous inspection	25/10/2012
Telephone number	01733 895 592

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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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