

Kiddi Caru Day Nursery

10 Victoria Court, New Street, Chelmsford, CM1 1GP

Inspection date	18/09/2013
Previous inspection date	23/05/2011

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

- Babies and children are very happy and settled in the nursery because there are good arrangements in place to make sure they build strong attachments with their key person and this promotes their independence well.
- Children's health, well-being and safety are effectively promoted as there are good procedures in place to protect and support their welfare.
- The organisation of resources, activities, routines and staff deployment effectively promote meaningful free play. Therefore, children make good choices about their play and they make good progress in their learning.
- A clear and robust management structure ensures that all staff understand their role and responsibilities and procedures to follow during everyday routines. This means that children's safety and welfare is consistently promoted.

It is not yet outstanding because

- Some systems to include information about what all children can do when they start at the nursery are not always as fully developed as possible to ensure their learning can be immediately promoted.
- Occasionally, partnerships with parents are not always fully extended, with regards to the sharing of children's learning journals and shared learning in the home, to ensure children's very good progress is maximised.

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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children, parents, staff and the managers at appropriate times during the day.
- The inspector looked at children's assessment records and a range of other documentation, including safeguarding policies.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lisa Paisley

Full Report

Information about the setting

Kiddi Caru Day Nursery was registered in 2005 and is on the Early Years Register. The nursery operates from purpose-built premises in the centre of Chelmsford, in Essex. The nursery is one of 20 nurseries run by The Childcare Co-operation Plc. The nursery serves the local area and is accessible to all children and there is an enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these 18 hold appropriate early years qualifications at level 2, 3 and 6.

The nursery opens from 7am to 7pm all year round and children attend for a variety of sessions. There are currently 127 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who have English as an additional language. 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:

- extend further the very good systems for monitoring children's development to include all information when they start so their learning can progress immediately
- build on existing partnerships with parents by further sharing children's learning journals and promote even more the shared learning in the home so children continue to make good progress in their learning.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and know that children learn through play and first-hand experiences. Play activities and opportunities are planned around the children's interests and they know that during transitions children need longer to explore the new playroom. For example, staff allow the pre-school children time to explore the activities rather than try and focus children on individual tasks. Staff working with the youngest children concentrate on their prime areas of learning. Staff complete regular assessments of children and use these effectively to plan suitably challenging activities. However, initial assessments on new children do not always contain

all information regarding their starting points. This means their learning may not be promoted as quickly as possible. The 'progress check at age two' is completed well by the staff to ensure that young children are effectively monitored. Older children are learning a good range of skills in readiness for school. Parents are involved in their children's learning from the start, they are regularly updated about their progress through regular informal discussions and parent evenings throughout the year. However, children's learning journals and opportunities for shared learning in the home are not always fully extended to ensure every opportunity is maximised in supporting children's learning.

Babies and children make decisions for themselves and are becoming independent because they can select from a wide range of stimulating and challenging activities across all areas of learning. The babies and younger children enjoy experiencing the good range of creative activities; this allows them to explore using a range of senses. Their physical development is also effectively supported as they move around the rooms with ease. Babies can crawl, stand up and stretch for objects, they also enjoy stepping into and out of the 'toddler boxes', further supporting their physical skills.

All children are confident and secure within the nursery environment. The language development of babies and children is fostered well because practitioners use the 'OWL' approach and observe, wait and listen to children. This means that children have time to process their words before staff speak to them again. This increases staff effectiveness when intervening and asking, for example, on completion of a drawing children stated 'the star went to the moon'. Children are developing a good understanding of the natural world because the planting, flower beds and mud areas also allow them to explore natural materials. Pre-school children enjoyed the life-cycle topic of the butterfly, watching the cocoon crystallise, observing shapes and patterns and the meaning of symmetry. Children have access to a range of information and story books; they have particular favourite stories and children repeat key words, such as 'somersaults and handstands' and count up to 20.

Children with English as an additional language have the confidence to learn English as they have their own languages valued in the setting. For instance, there are signs around the nursery in different languages. Staff have also learnt some key words in the children's home language and one particular team member is skilled in speaking French to the children. They learn about similarities and differences between themselves and others because they look at the photographs of their families that practitioners have displayed on the wall. Children have independent access to computers and battery operated resources, so they learn to use technology. Their physical development is extensively promoted as they have lots of opportunities to use the outdoor play equipment, using scooters and tricycles. The planned yoga sessions also enable children to move their bodies with purpose and control, linking stories with the movements, such as 'the tree', with children's traditional favourite stories. The practitioner skilfully plans the sessions as the story builds up over the period of six weeks and children always finish off with the 'pampering train', tapping their friends' shoulders. Children thoroughly enjoy taking part in the yoga session and afterwards there is greater concentration during their play.

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

Staff greet children warmly when they arrive and children settle well and play happily, showing they are secure in the nursery. Children have strong attachments with staff because there is a good key person system in place. Babies and toddlers make close attachments to the staff, as they are very caring and affectionate with children during their care routines and during everyday activities. For example, staff make sure they cuddle and reassure babies when they wake up from their sleep. Staff get to know children and their parents well before they start because they attend for plenty of visits and settling-in sessions. This means that children's needs are met from the beginning and they are confident and self-assured as a result. Children are well prepared for moving rooms because they have lots of visits before they change. The interlinking of the nursery playrooms and the shared garden helps transitions as children become familiar with staff and other children. Children are also supported well for their move to school, because information is shared with the local schools and topic work and activities are based around children starting school. This helps reassure the children about their next steps in learning.

The indoor and outside learning environments are effectively organised to allow children to move freely and safely for the majority of the day. This means that they are developing good independence and have plenty of opportunity to learn about the importance of physical exercise. Children learn to take risks as practitioners support them when using the play activities outside, such as the large wooden play ship and using scissors independently. The indoor and outdoor play areas are well resourced with a very good range of activities that effectively cover the areas of learning. The sensory playroom provides opportunities for babies and young children to enjoy a relaxing and comfortable play space and also opportunities for small group work. All areas of the nursery, including the reception and hallway areas, are brightly decorated with a combination of children's artwork, displays and posters. The focus on child-initiated play enables them to play with skill and purpose as they can choose when and what to play with.

Children are learning about the importance of a healthy diet because they are provided with a good range of healthy meals and snacks. Meals are freshly prepared on site by the nursery cooks. Meal and snack times are sociable and relaxed where staff effectively support children and allow them the time to eat their meals. All playrooms have water dispensers and children can serve their own food, further promoting their choice and independence. There are very good procedures in place with regards to supporting children with dietary care needs, this includes individual care plans and the storage of medication. Children take care of their own personal hygiene as they wash their own hands before meals and use tissues when needed.

Children's behaviour in the setting is good because practitioners are good role models and have consistent boundaries in place. For example, they remind children that they need to share toys with their friends and be gentle. Therefore, children play well together and are forming positive relationships with their peers.

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

Children are well safeguarded in the nursery because all staff have been trained in child protection and know the correct procedures to follow should they have any concerns. The inspection took place following a notification of a concern with regards to safeguarding. The inspection found that the manager fully implemented the safeguarding procedures and the concerns were unproven. In addition, the manager regularly meets with team members to ensure they have a good understanding of safe working practices. The building is a safe environment because there is a secure entry point. The reception is well monitored and visitors and parents are reminded not to use their mobile telephones in the nursery. Sound recruitment, vetting and induction processes ensure that all those working with children are suitable to do so and understand their role as soon as they start. The management team ensures that the planning of staff shifts and the use of employed lunch time assistants ensures that staff to child ratios are maintained at all times.

Children's safety is given high priority in the nursery and staff carry out daily checks on the environment to make sure that it is safe for them. Accidents are well recorded and parents are informed and asked to sign the accident sheet when they collect children from nursery. The manager has been in post for a year and her suggestions and ideas, including the second key person system, are beginning to have a positive impact on practice. The manager and the deputy work well together and there are good working relationships across the staff team. The educational provision is monitored to ensure all children make good progress. The majority of the staff hold a current paediatric first aid certificate, so there is always someone available to attend to children if necessary.

All practitioners have regular supervision and work with the manager to review their practice and identify training needs. Staff attend a variety of training courses and share their new skills and ideas with others, to enhance the range of activities available for the children. The manager is beginning to work with team members in updating the self-evaluation to ensure that clear targets are identified to ensure continuous improvements are maintained.

Partnership with parents is very effective because staff establish relationships with them from the start. Parents speak very highly of the nursery and say staff are 'brilliant' and know their children really well. They feel welcome in the nursery and can talk to staff and the managers regarding any queries or concerns. They are provided with lots of information about the nursery on colourful displays in the entrance hall, for example, a display about the Early Years Foundation Stage and the nursery's four weekly menus. In addition, parents are asked to contribute their ideas for improving the nursery by completing regular questionnaires. The nursery works well with other professionals to support children with special educational needs and/or disabilities. This means that all children make good progress in their learning and development.

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	EY357122
Local authority	Essex
Inspection number	910468
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	96
Number of children on roll	127
Name of provider	The Childcare Corporation PLC
Date of previous inspection	23/05/2011
Telephone number	01245 505 323

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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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