

# Kiddi Caru Nursery

Broadmere Road, Beggarwood, Basingstoke, Hampshire, RG22 4AQ

<b>Inspection date</b>	14/10/2013
Previous inspection date	14/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children benefit from a nursery that is bright, welcoming, and which has stimulating resources indoors and out.
- Children within the pre-school room have their independence skills very well supported as they help with the preparation of meals times. All children enjoy healthy and nutritious snacks and meals.
- Arrangements for safeguarding children are secure with clear policies and procedures implemented consistently by staff.
- Relationships with parents are strong. Staff are committed to ensuring relevant information is shared regularly to promote continuity in meeting children's learning and welfare needs.

### It is not yet good because

- Some staff do not always interact appropriately with the children to promote their communication and language skills effectively.
- Arrangements for monitoring, training and appraising staff performance is currently in its infancy.
- The quality of teaching and learning for adult-led activities is not consistent to enhance all children's learning and development.

## 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 inspectors observed activities and play experiences available to children.
- The inspectors observed interactions between children and with the staff.
- The inspectors asked staff questions about their work and observed practice with the manager.
- The inspectors spoke to some parents about their views and opinions about the nursery.
- The inspectors sampled the nursery's documentation and children's development records.

## Inspector

Tracy Bartholomew and Loraine Wardlaw

## Full Report

### Information about the setting

Kiddi Caru Nursery is one of 20 nurseries operated by The Childcare Corporation. It opened in 2005 and operates from a purpose built building in Basingstoke, Hampshire. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 159 children aged under five years on roll. A number of these children receive funding for nursery education. Children come from a wide geographical area. The nursery employs 27 staff to work directly with the children. Twenty two staff hold early years qualifications to level three, four and five, with an Early Years Professional also being employed. The nursery receives support from within the company and from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the programme for communication and language for all children to ensure all staff working directly with the children engage and interact consistently with them.

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

- strengthen arrangements to monitor, appraise and supervise staff practice, to foster a culture of reflective practice and make ongoing improvements to the educational programmes
- consider ways that adults can encourage all children to join in with adult-led activities.

## Inspection judgements

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

Children enjoy exploring an appropriate range of toys and activities that help them make suitable progress in most areas of learning. These include activities to develop their small physical skills, such as exploring cereals, investigating with water and developing their sensory skills whilst growing vegetables. Children interact well with each other and are beginning to build firm friendships with their peers. For example, they play imaginary

games and ride on the two-seated bike together. The children's free play is well supported throughout the nursery. This enables the children to make free choices and play with toys that interest them and support their active learning. The staff plan a suitable amount of adult led activities. However, not all staff are skilled at including all children in activities. For example, when a member of staff carries out an activity with some toy animals, the interaction is focussed on one child and the others are not encouraged to join in. Consequently, some children stand observing activities with little or no interaction from staff, especially in the older toddler rooms.

Children are generally confident and happy within the environment. Older children, demonstrate a positive attitude towards their learning and are acquiring suitable skills that will prepare them for school. Children's learning and development are suitably monitored. Overall, children are developing sufficiently well in relation to their starting points. Generally most staff interact well with the children; however the teaching is variable, especially when rooms are being covered by bank staff. This means at times during the day children lack purposeful engagement. For example, some children within the younger toddler room have their dummies in their mouths continually and not all staff respond to babies' sounds and babbling. This does not fully promote children's communication and language development.

Staff provide appropriate support to help children develop mathematical skills, such as, counting the number of children present and discussing colours and patterns made with crayons. All children have daily opportunities to count and talk about size as they dig in the earth and sand pits outside. For example, children count how many shovels of sand are needed to fill the bucket. Children enjoy exploring textures and developing their creativity as they play with the recycled resources and explore the water pump incorporated within the outside grounds. This supports children's understanding of the world and aids the children in being imaginative as they incorporate these in their play.

The nursery has planning documents in place and staff regularly complete children's progress records. Some staff have a secure understanding of where the children are at in their development, however this is variable because staff do not always highlight or work toward the most important next steps in children's learning. Parents are suitably involved in their children's progress records and have regular access to these at six monthly parent evenings. Progress checks are completed when children are two years old and these are shared with parents.

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

Children are happy at the nursery and settle suitably upon arriving, despite some of them attending for the first time. Children's experiences and learning vary depending on which staff are on duty with them and in their base rooms. Some staff are highly skilled at building relationships with the children, whilst others lack these interactive skills. This means that some groups of children are not as enthused and encouraged to join in with activities. Despite this, most children have developed close relationships with their key person. The key person is understood well by employed staff and in house bank staff

generally work well with the children to build relationships. As a result, this has a positive impact on supporting children's learning and emotional development.

Children are well behaved and they learn to be kind and thoughtful as they share resources and exchange a friendly 'hello' to peers. Children welcome visitors to the setting and greet them with 'How do you do?'. Staff give children a good amount of praise and encouragement, which encourages the children to feel confident. For example, some staff are heard praising younger toddlers for putting their shoes on and staff celebrate new skills such as pedalling a bike in the garden. This suitably promotes the children's self-esteem and self-belief. The premises are clean and well furnished with child-friendly furniture and developmentally appropriate toys and resources, both indoors and out.

Children have regular opportunities to talk about how to keep themselves safe. For example, the pre-school children have a safety monitor and children are involved in carrying out risk assessments to ensure there are no trip hazards. Babies and younger toddlers have toys and resources, which promote their awareness of people who help us. For example, they play and explore toy ambulances and fire trucks. All children regularly take part in a monthly fire drill, which allows them to develop an understanding of what to do in the event of an emergency.

Children's health is well supported. The environment is clean and well maintained and children clearly enjoy freshly prepared nutritious snacks and meals. Older children acquire good independence skills, as they are actively involved in the setting up of the tables ready for lunch. Children enjoy planting and growing vegetables in the nursery, this aids their understanding about making healthy choices, and where their food comes from. Children's physical development is well supported as they go outside daily and enjoy yoga classes inside. This develops their balancing and moving skills successfully.

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

The management team has recently been reformed, following the return of the nursery manager after extended maternity leave. As a team, the staff work well together and generally meet the learning and development requirements. However, not all staff are secure in their knowledge, which means some of their practice is not consistent. The leadership and management team have processes in place to support, mentor and appraise the staff. However, the monitoring and coaching methods are in their infancy and as of yet are not fully in place to enhance staff practices. Despite this, the staff attend regular in-house staff and room meetings, which allow them to reflect on the nursery's routines and procedures.

All required policies and procedures, including safeguarding and complaints are in place. The nursery team demonstrated a strong understanding of how to safeguard children. Staff spoke confidently of the possible signs and symptoms of child protection, and demonstrate a secure awareness of how to record and report concerns. This helps to protect the children while they are at the nursery. The staff are suitably qualified and

ratio's are maintained. The premises are secure and both access doors to the nursery are pin code protected. Overall, this promotes children's safety.

The nursery has two special educational needs coordinators in place. Children with additional needs are appropriately supported in the nursery. Staff are building working relationships with outside agencies to aid children's overall developmental progress and to promote continuity in care. Staff develop strong partnerships with parents. They comment that staff are welcoming, friendly and are always on hand to talk to them, which gives parents reassurance of their child's well-being. Parents receive regular newsletters and have a good range of notice boards to enable them to feel updated on the nurseries practices. For example, a digital message screen is displayed to inform parents of any staff changes. This helps the parents to feel involved in the learning and development of their own children.

The nursery uses suitable systems to reflect on the provision of care they offer to children. For example, they use the Ofsted online evaluation form and the nursery manager regularly meets with the director. This enables the leadership and management team to identify the strengths and weaknesses in the provision and plan for improvements. The nursery has suitably addressed recommendations made at the last inspection. This means the nursery is effective in determining some priorities for improvement.

## 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>	EY346317
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	935881
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	121
<b>Number of children on roll</b>	159
<b>Name of provider</b>	The Childcare Corporation Plc
<b>Date of previous inspection</b>	14/04/2010
<b>Telephone number</b>	01256 397779

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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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