

Kidaroo Childcare Limited

Ravenhurst County Primary School, Ravenhurst Road, LEICESTER, Leicestershire, LE3 2PS

Inspection date	13/12/2013
Previous inspection date	24/04/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The children learn exceedingly well in an enabling, exceptionally well-resourced environment that fully promotes their independence and creativity.
- The outdoor area is a rich learning environment. Children enjoy a wealth of opportunities to develop physically and emotionally and to expand their imaginations.
- Children show they feel extremely safe, secure and happy in the nursery and arrangements for safeguarding the children are robust.
- An extremely effective key person system, which clearly works in practice provides children with stability and helps them to form positive relationships and gain confidence and self-esteem.
- Very effective partnership working with parents means that there is a united approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- The nursery is led and managed extremely effectively. The inspirational manager strives for continuous improvement of the provision.

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 the children playing in all the playrooms and outdoors, the manager and inspector conducted a joint observation in the pre-school room.
- The inspector looked at a selection of policies, planning documents, children's records and their learning journals, the provider's self-evaluation form and photographs of recent activities.
- The inspector spoke with the manager, staff, parents and the children throughout the inspection.
- The inspector took account of views of parents spoken to on the day and from written information included on parent questionnaires and in children's records.

Inspector

Cathryn Wilkinson

Full report

Information about the setting

Kidaroo Childcare Limited Pre-school has been registered since 2001. It is part of the Kidaroo Childcare Limited Group and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained, purpose built, single-storey building in the grounds of Ravenhurst Primary School, Braunstone in Leicestershire. All children have access to an outdoor play area.

The setting employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. The manager of the setting has Early Years Professional Status. The nursery opens Monday to Friday for 50 weeks of the year, from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 179 children attending, of whom 150 children are within the early years age group. The setting provides funded early education 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.

What the setting needs to do to improve further

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

- enhance the already excellent partnerships with parents and carers by exploring further methods to involve them in their children's learning and development.

Inspection judgements

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

The staff at the nursery have very high expectations of themselves and of the children. Children flourish and meet their full potential taking into account their starting points and capabilities. The manager and her staff fully understand how to best implement the Statutory framework for the Early Years Foundation Stage and recognise the uniqueness of each child. Observations of the children are being carried out continually and throughout the day as they play, so that staff are able to accurately identify their next steps and their interests enabling them to plan challenging play experiences. Staff have an excellent understanding of how to engage children in playing and exploring. This supports children to be highly motivated, and as a result, they make rapid progress in their learning and development. All children are making excellent progress including those with special educational needs and/or disabilities, and those with English as an additional language. Each child receives an extremely enjoyable, challenging experience across all areas of learning. Planning is displayed in all of the rooms and fully supports children's interests, characteristics of effective learning and the next steps in their learning very well.

Excellent systems for assessments, such as the 'progress check at age two', efficiently and effectively support children's future learning needs and extra support they may need. Ongoing assessments are monitored and strengths and weaknesses of groups of children noted. Staff reflect on their findings, and as a result, improve practice in teaching and possible purchase of further resources. For instance, a superhero den in the garden inspires the children to write, invent stories together and play cooperatively. Transition documents are shared with schools. These informative reports include the parents' and the child's voice, interests, and levels of development towards the early learning goals. Excellent examples of children's learning journal files celebrate their achievements displaying a wealth of photographs capturing exciting learning and achievements throughout the day. Parents regularly share these with their children and this helps them become involved in their children's learning.

Children benefit greatly from the outstanding nursery environment both indoors and outdoors. Young toddlers play parachute games in the garden taking turns to run enthusiastically underneath it. Others marvel at the coloured leaves they sweep falling from the trees surrounding the garden. They share fruit together at snack time and talk about their favourite fruits and the sweet taste of grapes. They learn about farm animals as they play with toy animals showing care for them, pretending to feed them as they play. Opportunities are available for them to make cards for Christmas, independently practising their small muscle skills using glue, glitter and pens. Sessions for the older children start with a calm yoga session that children are invited to join in. Children then make choices of where they want to play and learn. All resources are exceedingly well organised both indoors and in the garden which supports the children to be independent. This is further promoted as they develop skills, such as, putting on their own coats and shoes, seeing to their own drinks and helping to tidy up. Those children who learn best outdoors are extremely well catered for as they play in the stunning garden. They are excited to play outdoors, they have opportunities to share books and play in the caravan tucked away at the back of the garden. They weave in around the garden with the wheel barrows and old tyres or make a see-saw out of a plank of wood with their key person. They dig in the huge sandpit sitting on machines imagining they are building roads and houses. Other children set up an ice cream shop and serve the inspector with a strawberry ice cream giving her change then ordering further supplies for their next customers. Meanwhile, other children are eager to practise their mark making skills in the outdoor environment. There is a wealth of resources to choose from, that are easily accessed from well-organised drawers, or they may choose to paint. Outdoor learning is further enhanced with weekly opportunities to visit the forest school within the school grounds. They learn about the life cycle of the frog through observing tadpoles changing into frogs. Physical activity is enhanced for the older children as they enjoy the opportunity for weekly physical education lessons in the school hall. They listen to instructions and are supported to be independent when changing into their games kit. This actively contributes to support children in readiness for school.

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

All children within the nursery are given the chance to flourish and develop at their own rate through close contact with their key person. This is well established and extremely

effective operating throughout the nursery. This helps children form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Children are extremely well-supported in their transitions between rooms and parents are fully involved. Sometimes their key person moves to the next room with them. Staff ensure that children are familiar with the rooms they are moving into by taking them on settling-in visits and working together with parents to make it a seamless transition. Teachers are invited to visit children who will attend their schools and documents are shared to fully support their transition. Often children are invited to spend time in their school before the start of term.

Children's behaviour is exemplary. They understand the few rules for play and are observed sharing and taking turns. Excellent systems are in place to inform all staff of any health or dietary issues the children may have and thorough records are kept of accidents or any medicines administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. Children make their own place mats with pictures of favourite healthy foods on them. These also reinforce dietary and allergy issues by displaying them on the mats. The manager produces leaflets promoting healthy lunch box food and these are translated into a variety of languages to support all families. Staff model good manners by saying 'please' and 'thank you' when supporting them with opening lunch boxes at dinner time. Other children eat a balanced hot meal produced in the school kitchen. Meal time for older children are sociable occasions as they sit together in small social groups. They learn how to use cutlery correctly and wait at the tables as children eat at different rates. This helps to prepare them for school readiness and promotes independence.

Children are able to manage their own safety and take risks because staff have created an extremely enabling environment in which they can do so. They know how to move safely around the nursery and are praised for 'good walking indoors'. They learn to walk safely from nursery to school when it is time for their physical education lesson. Children walking from school to the after school club wear high visibility vests so that they can be clearly seen as they walk long the paths. Children have many opportunities for physical exercise inside and outside in the exciting nursery gardens. The outdoor areas are easily accessed from the indoor rooms and all children enjoy daily opportunities to play outdoors. A large covered decking area allows children to play out whatever the weather, wearing appropriate clothing. Parents are kept informed daily activities that the children are involved in through a social network site. A child had been observed sniffing at plastic fruit and vegetables in the home corner. The next day real fruit and vegetables were brought into the nursery for the children to investigate. The photographs of this activity and experience were immediately shared through the site which enabled parents to further develop their children's learning by sharing this together. Staff have found that this approach reaches many parents but is only one of the ways that the nursery work in partnership.

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

The manager is extremely committed and highly dedicated to maintaining the highest levels of achievement for the children and their families. A very effective management structure is in place and communication with all levels of staff is excellent. Regular and extremely robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are exceptionally well safeguarded. All staff are aware of their roles and responsibilities in protecting children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. Recruitment procedures are rigorous and robust. All staff are checked thoroughly before being employed and complete yearly declaration forms for suitability. Thorough induction procedures are in place to help and support new practitioners and students. Very effective appraisals and supervision meetings are used to identify any areas for improvement and ongoing training. Reflective diaries help the manager support staff on a weekly basis. All policies and procedures are shared with parents and records are kept including verbal and written complaints. The manager takes all complaints seriously. Risk assessments ensure that children are kept safe and these are continually being updated. The staff team are very well qualified and work extremely well together.

Partnership with parents is exceptional. Parents speak very well of all staff and find them all approachable. Parents are valued and their views are sought and respected through parent questionnaires. When children start in the nursery information about their child is collected and used to inform activities to plan for their first days and week at the nursery. Photographs are then shared with parents of their child's learning. A parent spoke with the inspector to say how pleased she was to see that her child was enjoying nursery and that she was okay without her. Parents continue to share information in their child's learning journal file and sharing progress summaries. They share home 'wow' moments on printed sheets provided by the nursery, such as 'I was over the moon when my child counted to 10'. These are then stored in children's files. Other parents email photographs of activities their children have been involved in and the manager prints these to be included in their files. The website is also a popular way to share information and links to learning. Access to a social network site has been outstandingly successful as daily information can be immediately shared. Photographs and comments of a child currently on holiday were immediately shared with children and their families. Parents enjoy the half termly newsletters sent home with the children informing them about forthcoming events. The manager has set up a library of story sacks and chatter boxes for parents to borrow and play together with their children. Parents are actively encouraged to be involved in their children's learning and development within the nursery. Children's learning would be enhanced even further by involving and encouraging parents to be more involved in sharing their learning at home.

Effective links are in place with a wide range of external agencies to ensure that those children who have identified needs gain the support they need. The manager has employed staff who speak a variety of languages to engage with those families who speak English as an additional language. This means that all families feel valued and

appreciated, and confident to talk to nursery staff and together they can work for the best outcomes for the children. All children are included and supported extremely well and the nursery promotes equality and diversity highly successfully. Recommendations from the last inspection have been effectively addressed. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness. A parent speaking to the inspector said that her child wanted to come to nursery every day, including Saturday and Sunday.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	226457
Local authority	Leicestershire
Inspection number	942937
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	179
Name of provider	Kidaroo Childcare Limited
Date of previous inspection	24/04/2013
Telephone number	07917 334963

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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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