

JJ's Kiddycare

Hemploe Home Farm, Hemploe Road, Welford, NORTHAMPTON, NN6 6HF

Inspection date	18/02/2014
Previous inspection date	01/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 arrangements for safeguarding children are given exceptionally high priority, all practitioners have received training and are vigilant about children's safety welfare and well-being at all times.
- Children demonstrate the skills, attitudes and dispositions of motivated, enthusiastic learners. Practitioners with very high expectations of themselves, and children, use their expert knowledge and understanding of how children learn to provide meticulously planned and executed educational programmes.
- The strong focus on children's individualised learning supports them to make excellent progress in the prime areas of learning through highly stimulating activities, which engage and motivate them superbly.
- Practitioners teach children that they are unique, and worthy of nurture, valuing them as individual personalities and encouraging them to learn through skilful and warm, responsive interaction.
- Engagement with parents is friendly and purposeful. Parents are valued as children's primary educators, and the nursery work superbly with them to promote children's learning, both in the nursery and at home.
- Leadership and management of the nursery are inspirational. The high priority given to continuous professional development for practitioners, the importance of supervision and the strong team ethos means all practitioners are dedicated to the provision of the highest quality care and learning for children.

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 each of the playrooms and the outdoor learning environment.
- The inspector carried out a joint observation with the manager of a story sack activity in the toddler room.
- The inspector held a meeting with the managers of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form, improvement plan and a range of other documentation.
- The inspector spoke to three parents and took account of written feedback provided by two, through the nursery's current parent survey.

Inspector

Deborah Hunt

Full report

Information about the setting

JJ's Kiddycare Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three main rooms in purpose-built premises on the outskirts of the village of Welford, Northamptonshire. The nursery is privately owned and managed. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed outdoor area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, one holds a level 5 qualification, five hold a level 3 qualification and two hold a level 2 qualification. Three members of staff are working towards higher level qualifications. The nursery also employs a cook and an administration officer.

The nursery opens Monday to Friday from 7.30am to 6.15pm for 50 weeks of the year. Children attend for a variety of sessions. Older children attend before and after school and in the holidays. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. They receive support from the local authority and are undertaking the local authority quality assurance scheme.

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 outstanding outdoor learning environment to offer children additional independent learning opportunities in the garden area.

Inspection judgements

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

Children are wonderfully happy, motivated learners who fully investigate the dynamic and stimulating environment provided by this nursery. They delight in exploring the challenging experiences and activities on offer and become deeply engrossed in their learning. Practitioners are highly skilled and dedicated, ensuring that children make individualised progress through targeted teaching strategies. They place particular emphasis on children's development in the prime areas of learning, new knowledge is securely embedded before moving children onto the next steps in their learning. Parents provide comprehensive details about their children as they begin attending, enabling practitioners to make accurate initial assessments of children's starting points in their learning. Baseline assessments are differentiated to suit the differing age and stage of

development of older and younger children. During the early weeks of attendance, astute observations are carried out and discussed with children's parents. This provides a strong foundation for their future learning and enables practitioners to plan inspiring, personalised programmes of learning for them. Planning very clearly supports children to learn through their specific interests and activities allow children to extend and develop their own ideas in many areas of learning. Careful weekly evaluation of activities offered, ensures children remain engaged and interested across time to ensure gaps are rapidly closing. Parents value the involvement they too have in their children's learning through the inclusive strategies used by the nursery. For example, they value the 'yellow' and 'red' books that are shared which both they and practitioners contribute to. They receive regular reports, such as the progress check for children at age two, which demonstrate the excellent progress their children make.

Practitioner enthusiasm and involvement in children's learning is noteworthy, as is children's evident pleasure in the activities offered. The stimulating and exceptionally well-considered indoor and outdoor learning environments provide children with vibrant opportunities for learning and discovery. For example, children use their imagination, and develop creative and critical thinking skills, during an open ended activity involving a superb variety of building and construction resources. Practitioners observe the direction of children's play in and notice the complex and intricate space rockets children make. Through evaluation of the activity, children explore space as a topic and create their own space ship and space station. Parents provide cardboard boxes for children to cut and decorate as their space helmets. Practitioners perceptively question children about where they will travel in their space ship and what they will need to take. Children spend time in careful thought and tell them they will need, for example, moon buggies, flying saucers and walkie-talkies to 'talk to different rockets'.

Children learn about the world and other communities as they visit different countries and display their findings on the walls. They study their world map, learn key words in new languages and become familiar with the flags of different countries. Parents contribute interesting facts and artefacts for children to discuss, thereby supporting their greater understanding of different cultures and traditions. Children are enthralled as they become astronauts for the day and operate the space station to control their 'take off' into space. Children's natural enthusiasm is expertly captured by practitioners who facilitate exceptional learning opportunities, such as this to enable them to explore new concepts and aspects of learning.

Baby room practitioners value their very young charges as competent learners, constantly modelling new language for them. For example, through their nurturing interaction they offer them initial sounds and simple words. Babies play with a wide range of interactive toys and develop their senses through heuristic play and as they explore treasure baskets. Their eyes light up as practitioners sing with them, rocking in time to the tune and forming a diamond shape with their hands as they learn a well-loved nursery rhyme. They peer into the mirror, watching their reflection and giggling as they do so.

Toddler room practitioners recognise each child's unique strengths, interests and needs as they interact with them at their level. The busy, active learners explore their wooden railway, naming well-known engines and asking for the names of others. They join trucks

to engines and dexterously guide the train around the track calling out 'Choo 'choo! Here comes Thomas!' Two children pick up their 'laptops' and, joining hands, announce 'we're going to work now, bye!' as they march off down the room. Practitioners promote their communication and language skills as they ask open questions, such as 'Where are you working today?' and 'What are you doing at work today?'

Children in the pre-school room engage in indoor physical play as they use the extended rear part of the room, set out with role play and soft play equipment. The room offers children fresh air, even when the weather is inclement. They eagerly bounce and jump around the soft matting and shapes, running off excess energy and exploring how their bodies move. Children's outdoor learning experience is carefully considered. Children know they go round the exciting apparatus anti-clockwise, revelling in opportunities to use the climbing wall and climbing frame. They become lost in an imaginary world as they 'sail' the pirate ship and look out through telescopes, saying 'Ahoy there!' and 'Aye aye captain'. Practitioners provide children with inspiring opportunities to communicate their thoughts and ideas as they explore the high quality resources and activities offered. Children are superbly encouraged to initiate their own learning as practitioners use their skill and knowledge to further challenge their thinking. The outstanding dedication of key persons, and the knowledge they have of each child and their family allows them to support children to make excellent strides in their learning and development. An extremely robust system is in place to track and monitor children's learning and progress. Children, therefore, maximize their potential. Initiatives, such as the 'Every Child a Talker' training, which is cascaded back to the team, enable practitioners to focus on specific areas of learning, such as phonic recognition from a secure knowledge base. Through the exceptional range of opportunities offered, all children in the nursery make excellent progress towards the early learning goals. This prepares them superbly in readiness for school and their future learning.

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

Children's confidence and self-motivation is superbly promoted from the time they begin attending the nursery. Practitioners have an in-depth understanding of their role as children's key persons. They secure detailed information from children's parents, with whom they forge strong, purposeful relationships. Parents are seen as an important and integral part of the life of the nursery, enjoying friendly, informative daily chats and contributing to resources and activities. Children develop warm, affectionate relationships with their key person, and practitioners generally, which promotes their emotional well-being. For example, babies reach out to be picked up and cuddled and toddlers snuggle against practitioners as they read to them. Children are offered additional stability in their care arrangements, as each child has a 'key buddy' who acts in place of the key person if ever they are not there. The nursery also 'grow their own' relief staff to offer children even greater consistency in their care. The nursery environment is bright, welcoming and children are visibly relaxed and 'at home' during their time here. They explore the available space confidently and show familiarity in the stimulating, child-centred environment. Music and singing is a feature of the nursery with practitioners commenting that they 'sing their way through the day'. Quiet music plays in the background at times

adding to the relaxed, friendly atmosphere.

The nursery strongly believe in helping children develop as healthy, active, independent individuals. Planning of the educational programmes extends to meals provided, exercise undertaken and how children make links in their learning between these elements. For example, children grow vegetables in their 'Discovery Garden', such as courgettes and potatoes. They tend them and watch them grow, cutting them up, eating them and using them in art work. They learn that what is left of a plant can become compost and discuss recycling. An activity to grow broccoli is thwarted when the plants get eaten. Children notice a caterpillar and eggs on one of the plants and the activity gains new learning potential. Children became captivated as they watched the caterpillars hatch, and gradually eat the plant, leaving just the stalk. They read a well-known book about a caterpillar and were fascinated as the caterpillars turned into chrysalis, just as they do in the story. Other vegetables grown become part of the healthy, nutritious meals and snacks children are offered each day. These are prepared freshly each day by the nursery cook, using locally produced meat and vegetables. Children throughout the nursery develop competence and life skills as they prepare for mealtimes, washing their hands and helping to lay the table. Even babies join in as they wash their hands at a mobile hand-washing station and help put out their placemats. Children develop increasing independence as they grow, serving themselves and pouring their own drinks. They gain valuable social and interpersonal skills through the easy conversations they enjoy as they eat and learn good manners, such as saying 'please' and 'thank-you'. During cooking activities children make foods from other countries and learn about what constitutes a healthy diet.

Physical exercise is an integral part of children's daily activities, both inside and out. Children dance and move their bodies in various ways and develop manual dexterity as they use different tools. External companies come in to offer singing and physical activity sessions and children socialise with different groups who are invited to join in. Outside, older children play football, basketball, balance and work hard to pedal trikes. Babies and younger children have fun in the ball pond, on the 'jumping zebras' and as they play in the wooden boat. Children learn about risk as they hold onto the rope during walks in the countryside and use tools during cookery sessions. They build dens in the woods and enjoy impromptu barbeques. These activities and many more, provide them with memorable ways of learning to keep themselves and other safe and free from harm.

Behaviour at the setting is exemplary and children interact very positively together. Older children show care and concern for younger ones and meet up with them for a cuddle at the fence during outdoor play. Children are sensitively shown how to accept and embrace those who are different from themselves through carefully considered strategies. A calm and consistent approach is taken by practitioners, who regularly re-visit behaviour management at team meetings. Rigorous checks ensure the building is safe for children each day and remedial action is promptly taken whenever necessary. Children are, therefore, kept safe and secure. The close attention paid to practitioner deployment further supports their welfare and well-being. As a result, children play and learn confident in the knowledge that they are cared for by diligent practitioners in a child-focussed learning environment. Great importance is attached to the transitions made by children into the nursery, throughout their time there and as they move on. Practitioners

understand this needs to be a gradual process to lessen any anxiety felt by children or their parents. They offer children sensitive support as they prepare for moves, offering introductory sessions in new rooms within the nursery and, wherever possible, practitioners move up with children to the next room. They work closely with parents during times of transition, including as they move up to school. The nursery work very hard to arm children with the skills needed, and activities offered provide them with a taste of what is to come. For example, the 'school box' contains uniforms for them to dress up in, and books about starting school, which show photographs of catchment schools. Useful information is shared with new settings and schools. This insightful, well planned approach enables children to feel confident and well prepared for such changes at what is, potentially, a stressful time.

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

The management team place children at the heart of everything they do and safeguarding is awarded the highest priority. The joint managers have both completed designated persons training and all of the team have completed child protection and safeguarding training. The comprehensive supporting policies and procedures are clear and on display throughout the nursery, and each practitioner has a copy in their individual staff file. All sign to say they have read and understood all policies at the end of their induction. Additionally, safeguarding is a standing item on the six weekly team meeting agenda and is always discussed at supervision meetings. Consequently, practitioners throughout the nursery display an unequivocal understanding of their roles and responsibilities should they have any concerns regarding a child in their care. The management team have a secure understanding of their responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Risk assessments are comprehensive and resources and equipment are assessed for safety. Practitioners make checks on the environment and where necessary, take precautions to minimise risk. This includes removing or replacing items that may cause harm, which was seen in operation on the day of this inspection, when a damaged outdoor resource was removed as children played. Recruitment procedures are robust and ensure only those suited to working within the nursery team are selected alongside being appropriate for their roles. A formal interview is held together with at least one practical interview to ensure the candidate can 'walk the walk' as well as 'talk the talk'. A comprehensive induction procedure and background checks are carried out and every practitioner is subject to a six month probationary period. Students are subject to the same induction and are mentored by senior practitioners, with frequent meetings to assess progress and close liaison with their college tutors.

The joint managers oversee professional development, carry out supervision meetings and appraisals and closely monitor practitioner performance. All aspects of teaching and learning are astutely assessed and monitored to ensure children are fulfilling their potential. Continuous professional development for all practitioners is seen as key to developing 'home-grown' high quality early years professionals. All those completing external training cascade it back to the team thereby improving practice and offering

children richly enhanced care and learning. The managers deeply value their team and practitioners enjoy working at the nursery so much that even when they leave they return swiftly. Practitioners say they feel supported, valued and initiatives, such as 'employee of the month' further strengthen the strong team ethos that exists. Monitoring of the educational programmes and individual children's progress is effective and ensures that children make rapid progress from their starting points.

Partnerships with parents are excellent. The management team and practitioners use daily discussions, texts, phone call, e-mails, social media and meetings to share information with them. Consequently, children experience a consistent and coordinated approach to their care and learning. Parents are effusive in their praise of the nursery, commenting on how much they value and appreciate the consistency and friendliness of practitioners and how 'fantastic' the nursery is. A parent comments that their children have 'grown to be happy independent children who know how to have fun', which reflects the general highly positive feedback received. Partnerships with schools, outside agencies and professionals are well embedded and highly effective. As a result, children receive the support they need to make excellent progress in their overall development. The manager has impressive procedures in place for constant self-reflection within the nursery, involving all practitioners. Planning for future improvements to enhance children's experiences over time is insightful and is created from all contributing areas. For example, internal quality audits, the quality assurance scheme, Ofsted self-evaluation form and local authority support and feedback. This ensures that improvements are dealt with in priority order. Future planned improvements include further development of the 'Discovery Garden' to offer children greater independence.

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	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	EY384013
Local authority	Northamptonshire
Inspection number	873892
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	66
Name of provider	JJ's Kiddycare LLP
Date of previous inspection	01/02/2011
Telephone number	01858 575642

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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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