

# Carols Kidz Care

20 School Road, BEDLINGTON, Northumberland, NE22 7JQ

<b>Inspection date</b>	06/02/2014
Previous inspection date	02/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 requires improvement

- An effective key person system is in place, which means that the children benefit from being nurtured and supported emotionally and, therefore, they settle very well.
- A variety of resources and play experiences are provided so that children make adequate progress in their learning and development.
- Staff interact playfully with the children. As a result, the children engage well in play activities and confidently communicate with staff and each other.

### It is not yet good because

- Books are not always accessible to help build upon children's interest in early reading, and develop an interest and appreciation of books.
- There is scope to provide further opportunities for children to develop independence skills at lunch time and snack time by pouring their own drinks.
- The organisation of space and resources within the playrooms is sometimes cluttered. This results in children not being able to access activities and resources independently.

## 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 toured areas used for childcare, observed play and learning activities and spoke to staff and children.
- The inspector looked at a selection of children's learning journals and progress tracking information.
- The inspector carried out a discussion with the manager and looked at and discussed a range of documentation, policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and in written form.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

Carols Kidz Care was registered in April 2012. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates from a converted building, which is situated in a residential area in Bedlington, Northumberland. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery also offers out of school and wrap around care to and from the nearby schools. Children are able to attend for a variety of sessions and full days. There are currently 25 children attending who are within the early years age range. The nursery provides funded early education for children. The nursery is managed by a private provider. The nursery employs five members of childcare staff, all hold a childcare qualification at level 3.

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

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

- improve the organisation of space and resources to allow children of all ages to move freely and have easy access all activities so that they build confidence as they learn to explore and lead their own play.

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

- develop the accessibility of books, so children can select them independently, to enhance their enjoyment and appreciation of books
- develop further opportunities for children to develop independence skills at lunch and snack time through pouring their own drinks.

## Inspection judgements

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

Staff gather useful information from parents when children first attend the nursery, through the recently introduced 'all about me' booklets and discussion during settling visits. This provides the key person with appropriate information, such as children's home routines, interests and gives a useful overview of children's progress to date. The staff

ensure that activities are set out, which they know the children will enjoy, therefore, children are supported to settle quickly in the nursery. Parents are encouraged to remain involved in their children's learning, both in the nursery and at home and are able to access their children's 'learning journey' books. The manager has information available for parents about the early years educational programme. Furthermore, daily diaries aid the effective verbal communication between parents and staff at the start and end of the day, as staff use the diaries to record information on routine needs as well as any progress noted during the day.

The key person makes observations of their key children, noting their emerging interests and progress in development. They are effective in evaluating the information their observations provide, to accurately identify what they need to do to plan for children's next steps and move them on in their learning. Staff ensure that children access a range of activities each day and are good at planning sensory and creative experiences. For example, children have daily opportunities to explore different sensory and malleable materials, such as foam with glitter, sand or gloop. Younger children watch as staff let the gloop run through their fingers and copy the staff member's actions, clearly enjoying the experience as they smile. Older children particularly enjoy varied craft activities, for example, using different resources to print pictures. Consequently, children's hand to eye coordination and physical dexterity is being promoted. Staff generally ask open-ended questions so that older children are learning to think about what they are doing and answer questions about why something might happen. Simple mathematical language, counting and shape recognition are introduced by staff as the children play. For example, staff ask how many things children have and help them to compare size when they build.

Staff appropriately promote children's communication and language skills, helping them to become confident communicators. In the baby room, staff respond well to babies' babbles and gurgles. They support the development of children's vocabulary through naming items of interest, for example, encouraging young children to repeat the words that name a toy they have found or something they see in a picture. However, children are unable to freely access books, which limits their opportunities to develop pre-reading skills. Staff suitably praise children's attempts as well as achievements. Younger children explore their environment, knowing that familiar adults are nearby. Staff recognise that children's attention span is short at this age and readily change activities or find another toy of interest. Older children talk confidently about their home life or share their experiences. Children's understanding of the wider community is promoted. For example, they take children to the local library and the park. This promotes discussion as they talk about what they see. Children investigate the world around them as they plant various seeds to grow, looking at how seeds need light sun and water to grow. Children are able to select what activities they would like to do and are generally becoming independent. Overall, children's progress ensures that they have the key skills needed for the next stage in their learning.

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

The staff team create a suitably welcoming environment through displaying children's artwork on the walls of the rooms, and providing age-appropriate resources. However, the organisation of large equipment within the main play room limits the space and range of activities available and so children's ability to move freely, explore with confidence and make independent choice in their play is hindered.

Staff work closely with parents to meet children's care needs and keep them informed about their children's day. Parents develop positive relationships with staff because each child has a key person who takes responsibility for their day-to-day care needs and builds strong relationships with parents. Staff allow children to settle and to observe who they become attached to, this person is then allocated to be the child's key worker. This ensures that children's physical and emotional well-being is suitably supported. Children settle quickly in to the nursery and develop emotional attachments to their key person and other staff. They are helped to develop the necessary skills, which support them to embrace new experiences with confidence. Furthermore, children are suitably supported as they progress through the nursery and as they move on to school. The nursery is inclusive and children learn to respect and celebrate each other's differences. Children generally behave well and know what is expected of them. Any unwanted behaviour is managed by staff using a more consistent approach and taking into account children's age and level of understanding. Positive behaviour is valued and praised. Children readily seek out adults to share experiences or for a cuddle and develop friendships with other children, which promotes their personal, social and emotional development.

Children's health needs are suitably met. The environment and equipment is clean and suitably maintained. Children learn to wash their hands at appropriate times, through the daily routine. Meals are freshly prepared on the premises, so children receive a balanced, nutritious range of healthy foods. Furthermore, children's dietary needs and any parental preferences are met. Mealtimes are social occasions with children sitting in small groups with a member of staff. This ensures that children get the support they need to feed themselves and staff are able to encourage children to try a variety of foods. However, at this time, children do not have the opportunity to pour their own drinks. This does not help enhance children's self-care skills. Babies routines are respected. Children are settled to sleep as they become tired, either in cots, small beds or pushchairs if parents request. Children generally have some opportunities for physical activity each day. Children have access to an outdoor space, where children can use swings, ride small wheeled toys or enjoy being outside in the fresh air. Throughout the nursery, children appropriately learn how to keep themselves safe due to the gentle reminders from staff, such as to sit properly on chairs.

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

The manager and her staff fully understand their responsibility for safeguarding children and have effective policies and procedures in place to ensure children are kept safe at all times. Child protection procedures and practice are secure and there is a policy to ensure

the safe and appropriate use of mobile telephones within the setting. Safe recruitment procedures are robust and ensure that staff are thoroughly checked for suitability prior to being employed to work with the children. All staff hold current paediatric first aid certificates and are aware of the accident procedures and required documentation to be kept to ensure parents are made aware of any accidents that occur involving their children. Risk assessments for both inside the setting and for outings and the school run are thorough, which results in risks being consistently well managed by staff. For example, there are checks made on the driving licence and car insurance held by all those staff who take children to and from school in a car and clear arrangements in place for ensuring that risks are minimised and first aid kits are always carried during this time. Therefore, children are safe.

The manager is an effective practitioner. She is aware of her roles and responsibilities in the implementation of the Statutory framework for the Early Years Foundation Stage. She is fully aware of the need to report any significant events to Ofsted. She works alongside the staff with the children. The staff team is well established and they clearly enjoy working with children. There are systems in place for the monitoring of the quality of teaching, and to reflect on the impact of training and new initiatives on practice. The recently completed self-evaluation form shows that the manager has competently identified the need to improve learning opportunities in the outdoor area. All of staff have appropriate qualifications. Professional development priorities for staff are planned through supervision. As a result, staff are effective in supporting children's learning and children make adequate progress.

Parents speak highly of the positive relationship they have developed with the staff. They describe how they speak to staff each day about their children's care and well-being. Parents are pleased with the support they and their children receive when they start attending the group. Parents also state that they confidently leave their children in the care of the staff team as their children are happy at the group. The parents are also happy with the level of progress their children are making with regard to sharing and taking turns, as well as their speech and language development.

### **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

<b>Unique reference number</b>	EY446221
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	952111
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	22
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Carol Olsen
<b>Date of previous inspection</b>	02/10/2012
<b>Telephone number</b>	07834632247

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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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