

Kiddi Caru Nursery

Empress State Building, Empress Approach, London, SW6 1TR

Inspection date	30/01/2014
Previous inspection date	12/07/2011

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		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

- Children are happy and settled at the setting and benefit from the kind and caring way that staff support them to meet their daily needs. This helps them make good progress in their learning and development.
- Staff are skilled with an understanding of how to support children's communication and language skills, particularly for those children who speak English as an additional language.
- Staff work very well as a team to identify and address areas for improvement in the nursery so that the provision is continually improving.
- Staff have a clear understanding of the safeguarding and welfare requirements, which means that children are well cared for in a safe and secure environment.
- The safety of children is given high priority through effective risk assessments of the premises and the deployment of staff that work with the children.

It is not yet outstanding because

- Although the setting is already liaising with parents and other early years settings this is not yet fully established and therefore does not always identify all aspects of children's learning to inform planning.

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 spoke to staff and the management team.
- The inspector observed staff interacting with the children in the indoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a variety of records including children's learning journals and planning documentation.
- The inspector sampled a range of safeguarding documentation, including risk assessments and policies.

Inspector

Catherine Greene

Full report

Information about the setting

Kiddi Caru Nursery is one of 20 nurseries operated by The Childcare Corporation. It was registered in 2006 and operates from a building in the Empress State Building, North Fulham in the London borough of Hammersmith and Fulham. The nursery is accommodated in a two storey building, comprising of seven playrooms with adjoining nappy changing and/or toilet facilities. All children share access to a secure outdoor play area. The nursery is registered on the Early Years Register. It is open each weekday from 7:30am to 6:30pm for 51 weeks of the year. There are currently 104 children on roll. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education for children aged three and four. The nursery currently supports a number of children who learn English as an additional language and special educational needs and/or disabilities. The nursery employs 40 staff, of these, 37 hold an appropriate early years qualification and two members of staff are currently working towards a suitable qualification.

What the setting needs to do to improve further

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

- strengthen further the two-way flow of information relating to children's experiences at home or when at other early years settings to consistently promote continuity in children's learning.

Inspection judgements

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

Staff use their knowledge of how children learn and develop to effectively plan and support children's progress through a range of teaching methods. Staff are enthusiastic and engage well with the children, which influences children's motivation to play and learning. As a result, children are confident and independently sustain their concentration while being engaged in activities. Even though some children are new to the nursery or moving up to a new room, assessment and planning ensures that activities provide suitable challenge for the children. This significantly contributes to the good progress they are making in relation to their starting points.

Children are busy and interested in exploring the varied learning environments both indoors and out. They are eager to take part in the wide range of exciting experiences offered to them. Staff interaction with the children is good. Babies, toddlers and older children all benefit from the individual attention they receive from attentive staff. Children respond well to staff who listen and question them effectively to improve learning.

Activities are planned to build on children's interests and individual needs. For example, young children show great interest in playing with the water tray. Staff extend the activity by introducing some new words and mathematical ideas, for example, helping to describe their actions when filling the bucket to make it heavier or lighter. All children receive good opportunities to make marks using a range of materials and resources available to them. This helps them to develop their pre-writing skills. Children's communication and language development is well supported through staff's effective use of questioning techniques and allowing children time to think their ideas through.

Children independently choose books from the well-stocked book areas where they sit turning the pages and sharing the story with staff and their friends. They enjoy 'snuggling up' with their key person in the comfortable, cosy area in the baby room. Staff encourage children to take part in stories by allowing them to choose the book they want read to them. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning.

Parents are encouraged to be involved in their children's learning in many ways. For example, they are invited to the nursery's parents evening where they can see their children's progress records and share information with the children's key persons. Parents are also encouraged to give their feedback on how they feel the nursery is performing and what they can do differently to meet their children's needs. Staff talk to parents each day and keep them informed about their children's learning and development sharing information about what children have enjoyed each day at nursery. Information gathering from parents to share what children have been doing at home in more depth and to contribute to assessments and plans for next steps is less well developed.

Children have planned opportunities to choose between indoor and outdoor play, with staff providing an exciting and challenging outdoor environment. Children develop good physical skills as they confidently ride their bikes and use other resources such as balls and cones while taking part in well planned physical play activities. Children are motivated and keen to join in with the play activities and resources offered. Staff support children well and ensure they enjoy their activities, joining in with their conversations and sharing their interests. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills.

Children have good opportunities to gain an awareness of diversity as they use a wide variety of resources that reflect positive images of difference. Most children are communicating their needs and preferences effectively, including children with English as an additional language and children with developing speech and language. Skilled staff support children's language development using words written in children's home language. These words are displayed in the pre-school room at children's level so they can use them in their play and learning. Staff are skilled at adjusting support and input according to each child's age and stage of language acquisition. The language skills of staff in the setting are used well to promote communication and have been extended to include non-verbal strategies, such as sign language.

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

Children are happy, secure and confident to explore and try out new things. Their personal, social and emotional well-being is nurtured by kind and caring staff who provide a warm, welcoming and inviting environment. Effective arrangements for settling-in new children mean that children are developing secure attachments with their key persons. Children's key persons carefully plan for their individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Relationships between staff and children are strong and parents say their children are always keen and happy to come to the nursery.

High standards of hygiene are maintained throughout the nursery. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snacks are served. Children learn to manage their personal care well with good support from staff. For example, they are learning how to wash and dry their hands thoroughly and are beginning to know when they need to do this. Babies care needs are met well, for example, nappies are changed regularly by their key person. Children are offered a wide range of healthy, nutritious meals. They sit together, enjoying the sociable experience. Staff are attentive and use effective strategies to support children's behaviour, consequently children behave well. For example, staff have made changes to the room which has improved the way the children interact with the environment.

Children develop a good understanding of personal safety. They eagerly help tidy toys off the floor so they do not trip and walk when indoors. Children have frequent opportunities throughout the session to experience fresh air and to be active. This supports their physical health and development. Children independently make choices from a well presented range of exciting activities and equipment. The easy accessibility of the resources and the ability to decide between play in the indoor and outdoor environment enhances the children's overall learning and development. Staff prepare the children well with good skills to support them in their next stage of learning and school.

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

This inspection was brought forward to check continued compliance with the Early Years Foundation Stage welfare requirements. Last year, following concerns about staff suitability, safeguarding measures, behaviour management and children's development records, Ofsted carried out an investigation visit. As a result of their visit findings they issued four notices to improve. These included: putting in place a system of effective supervision to provide support, coaching and training for practitioners; ensuring that the behaviour management policy is implemented; ensuring that records are easily accessible and available for inspection; and ensuring a written record of any complaints and their outcome is maintained. The provider took appropriate action in response to these. This inspection finds there are effective systems in place to ensure that all staff working with children are suitable to do so. The safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are clearly understood by the staff and

management team. The designated persons with responsibility for safeguarding and suitability and also behaviour management clearly understand their roles. Staff have recently attended safeguarding training and are well informed about the procedures to follow if they have a concern about a child. The provider understands their duty to report any allegations against staff and any changes in the management of the provision. Records, documentation, policies and procedures are readily available, comprehensively written and reviewed regularly to ensure they reflect current guidelines and practice. The nursery keeps thorough records of any complaints, accidents and attendance to further protect children and promote their welfare. Robust risk assessment takes place and associated records are monitored to ensure safety is maintained at all times for the children. Fire safety is prioritised and access to the provision is secure. The thoughtful organisation of indoor and outdoor space, good adult to child ratios and suitable deployment of staff means that children are closely supervised at all times. All staff have suitable paediatric first aid qualifications. Consequently, children are well protected in the event of a minor accident.

There is a strong senior leadership team committed to improving staff practice and the service they provide. For example, they have strengthened the support mechanisms in place for staff as they support children and their parents during times of change in the senior leadership and staff team. Managers and staff are motivated, enthusiastic, and committed to the continuous development of the early years practice. Regular staff meetings effectively support staff well in their daily work with the children. There are good systems in place for monitoring and evaluating practice through staff supervision and appraisals. This helps to ensure that all staff understand their roles and responsibilities. Staff receive good support and training including with an in house programme provided by the registered provider. The staff say they really value the support of the manager and provider and have conscientiously worked to improve their teaching skills to benefit children's learning. They attend a range of training courses in-house and provided by external educators. They update the way they work according to knowledge they gain by feeding this back to the staff team. This has a positive impact on the outcomes for children.

Staff promote positive partnerships with parents. Key persons provide clear information about the setting by way of background information, written policies, and emails. Staff encourage daily exchanges of information, verbally and written, in order to meet children's individual needs well. They complete a daily written update for each child, which provides parents with a 'snapshot' of their child's day. They use photos in children's development and learning profiles to keep parents up to date with their children's achievements and enjoyment. The staff have a good understanding of the importance of sharing information with other providers including nannies when children also attend other early years settings. They are proactive in providing information and sending written reports about children's progress for the key person in other settings that the child attends. However, this is not always successful in engaging other practitioners in ongoing dialogue in order to provide a consistent approach for care and learning.

There are clear systems in place for self-evaluation and both the management team and staff are motivated to seek further improvement. They successfully identify strengths and areas for development and have clear plans in place to bring about improvement. These

take into account the views of staff, parents and children. The manager has a good overview and knowledge of the educational programmes, so she can monitor that all areas are covered within planning and assessment and any gaps in children's learning are identified. The manager although very new to the post has established a system in order to work with staff and parents to review what is working well. Through this positive approach she identifies areas for additional improvements. She is planning for staff to attend further training in how to best use the learning and development system including making the most of the development journeys and the maps for children's next steps.

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	EY346325
Local authority	Hammersmith & Fulham
Inspection number	942931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	104
Number of children on roll	104
Name of provider	The Childcare Corporation Plc
Date of previous inspection	12/07/2011
Telephone number	020 7386 4505

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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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