

# Kiddi-Creche Private Day Nursery

51 Cottingley New Road, COTTINGLEY, Bingley, West Yorkshire, BD16 1TZ

<b>Inspection date</b>	08/04/2014
Previous inspection date	28/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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**

- Highly motivated and knowledgeable staff accurately observe and assess children and plan sharply focussed activities to meet the next stages in their learning. As a result, children make rapid and exceptional progress.
- Quality of teaching is outstanding. Staff are adept at identifying when to intervene and when to stand back, ensuring that children are supported to become confident and self-assured critical thinkers.
- All staff demonstrate a robust and comprehensive understanding of the welfare requirements of the Early Years Foundation Stage. Extremely comprehensive policies and procedures are implemented which ensures a safe and secure environment for the children.
- Warm and caring staff form strong relationships with all children and their parents. Consequently, children have a firm foundation to enable them to be highly motivated and engaged learners.
- Leadership is inspirational. All staff show outstanding levels of commitment and enthusiasm, understanding the need to strive for continuous improvement. As a result children have fantastic opportunities to develop their full potential.

## 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 observed activities in the four rooms used and in the outside areas.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager/registered person and spoke to staff throughout the inspection as appropriate.  
The inspector looked at a sample of children's record and assessment files, planning documentation and children's records, including those which had been electronically recorded.
- The inspector checked evidence of suitability and qualifications of staff working with children and a sample of policies and procedures.
- The inspector spoke to a number of parents and had due regard for their views.

## Inspector

Sue Ball

## Full report

### Information about the setting

Kiddi-Creche Private Day Nurseries Ltd (The School House) was registered in 1993 and is on the Early Years Register. It is situated in the Cottingley area of Bingley and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from a single storey purpose built premises and there are three enclosed areas available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including 2 with a BA in Early Childhood Studies and 2 with Early Years Foundation Degrees. One member of staff has recently completed Early Years Teacher status, although documentation to support this has not yet been received.

The nursery opens Monday to Friday all year round, excluding Christmas week. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 87 children attending who are in the early years age range. The nursery 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:

- consider how the already outstanding teaching can be even better, for example, by exploring how systems for peer observation can be further improved and embedded across the setting.

### Inspection judgements

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

An excellent knowledge of the Early Years Foundation Stage is demonstrated and implemented by all staff. As a consequence, children make rapid progress across all seven areas of learning. The highly committed staff team use their knowledge and skills to provide a varied, highly interesting, well-organised and challenging learning environment. Staff show high expectations, both for themselves and the children. Quality of teaching is outstanding as staff are skilled in supporting children to direct their own learning, problem solve and persevere. As a result, children are highly confident and competent learners who are not afraid to have a go. For example, staff expertly support babies to persevere with an activity hanging wooden rings on pegs resulting in children showing great delight

in their achievement. Very strong links with parents ensure that children's starting points are assessed accurately and enable staff to plan for their individual next steps. Sharply focussed observations and assessments ensure staff are always fully aware of children's individual needs and a comprehensive system is in place to track progress. Parental input is exceptionally valued at every stage of the child's learning journey at the setting as parents are given many opportunities to become involved. Forms are sent to parents on a regular basis to identify learning at home and to feed into nursery planning. Parents are given written and/or verbal feedback at the end of each session. Children's development files are constantly accessible to parents to look at or to make contributions. As a result, parents express high levels of satisfaction with all aspects of nursery. Additionally, children are exceptionally prepared for their move onto school.

Excellent facilities in the outside area contribute to children making exceptional progress in their prime areas of learning and especially, their physical development. Children have access to a wide range of open-ended resources, giving them the ability to make independent choices, experiment and take risks. For example, pre-school children construct an obstacle course from planks and milk crates and are adept at balancing with little or no support. The activity is superbly extended by the children with the use of tree stumps and logs, with several children working cooperatively together. They further extend the activity by introducing chalk marks to dictate direction of travel. As a result, they are able to take controlled risks, experiment and problem solve whilst learning to play cooperatively, thereby developing their excellent personal, social and emotional skills. All children are highly encouraged to make superb choices from the wide range of resources which are effectively labelled and very accessible to them. This ensures they are constantly engaged and exceptionally motivated to learn. For example, toddler children are observed intently exploring items of heuristic play, whilst sensitively supported by a member of staff. The activity affords opportunities for language development and exploration of mathematical concepts, which are expertly supported by staff. Children's communication and language development is supported exceptionally well, with staff skilfully using every opportunity to extend their vocabulary throughout the day. A wealth of appropriate and interesting books in all sections ensure children have opportunities to develop their literacy skills. Babies delight in sharing books with staff, animatedly imitating animal noises, as toddlers excitedly predict what will happen next. Pre-school children are confident talkers who are happy to engage with staff and other adults, confidently talking about their experiences. For example, giving a detailed and lengthy explanation of how to reach a new school in September, with directional and safety information, finishing with a very satisfied 'and then you are there!'

Mathematical development is supported exceptionally well, staff use positional language with toddlers and talk about empty and full. Older children are observed counting the number of plates required at lunchtime and corresponding this to the number of children. Superb activities support the children's knowledge of the world. For instance, children instigate an experiment to measure rainfall, deciding for themselves where to position bottles and moving these when they realise that an overhanging roof is sheltering the bottle. Staff skilfully allow children to make their own decisions and to adapt as necessary. Children's literacy development is particularly impressive especially in the pre-school room. Children easily identify their own names and those of their friends. For example, identifying that a name was written incorrectly and when questioned about this pointing

out that a dot is in the wrong place for the letter 'I'. Children are heard sounding out letters and reading words phonetically. Staff ensure that mark making resources are constantly available and clip boards and pencils accompany all resources in all areas of learning. Imaginative and creative skills are developed by children working alone and exceptionally supported by staff. For example, toddlers are observed intently exploring the properties of sand, whilst others engage in imaginative play preparing food for dolls. Consequently, any identified gaps in children's learning are identified and targeted to ensure these are narrowing and that children are making excellent progress considering their starting points. Partnership with parents actively contributes to outstanding outcomes for children. Parents are consulted at every opportunity with regard to children's progress and regularly contribute to children's record files. Parents express a high degree of satisfaction with the quality and content of information they receive at every stage. Feedback from parents is used to inform evaluation systems.

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

All children benefit from the warm, very welcoming environment and staff are highly effective at building secure, close relationships with them. A firmly embedded key person system ensures children make very secure emotional attachments which support the development of their excellent self-esteem and confidence. From this solid foundation, children rapidly develop superb personal, social and emotional skills as they become highly confident and self-motivated learners. Staff are exceptionally astute and tune into children's individual needs and wants, as a consequence, they are very quick to respond and therefore children feel extremely valued and respected. Parents recognise this strength of the setting and are highly complimentary about the efforts staff make to settle children who are new to the nursery. Staff fully appreciate the value of working with parents and obtain comprehensive and detailed information prior to a child beginning at the setting. In this way they are extremely aware of children's needs and are in a position to meet them. A very flexible induction system for all new children ensures that each individual child has the opportunity to be emotionally secure before starting nursery. Babies display strong and positive attachments to key workers, are happy to explore and play, returning for reassurance if required. Transitions within the nursery are expertly and sensitively handled and timed to fit in with individual needs of children, further supporting their already exemplary levels of confidence.

Children are consistently highly engaged and motivated in their play. As a result of this, behaviour is exemplary. Staff skilfully use regular praise and encouragement and sensitively manage children's feelings and emotions to support them to a strong understanding of expectations and rules, and an appreciation of right and wrong. Minor disagreements are dealt with according to the developmental stage of children, older children are encouraged to work through disagreements together, for example, negotiating sharing of a toy. Children have an excellent appreciation of the rules and routines of nursery and follow these with little prompting or support necessary. Staff remain calm and consistent and reinforce positive behaviour with praise.

Children's independence is consistently promoted by all staff, ensuring they develop a

strong sense of responsibility. At mealtimes children serve their own meals, regulating their own portions. Staff skilfully facilitate this by providing appropriate resources to enable children to complete the task. Children competently use a range of age appropriate equipment, for example babies use spoons to help feed themselves whilst pre-school children confidently utilise knives and forks. Pre-school children help to set up and clear away after meals. The healthy, highly nutritious menu is used by staff to promote an excellent understanding of healthy eating and lifestyles and to promote children's communication and language. Children are exceptionally well-supported to develop self-help skills, with time given for them to independently wash their hands, singing a song about germs as they do so. Excellent opportunities for outdoor play means that children can be physically active and can develop coordination skills as they activity learn about healthy lifestyles.

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

Leadership within the nursery is inspirational. There is an extremely strong drive to provide the best possible experience for all children and all staff take ownership of this vision. The highly motivated drive for continuous improvement is exemplary and this is reflected in daily practice. Staff are given outstanding levels of support by robust performance management and supervision from the manager, provider and graduate leader. They work expertly together to develop ways to improve practice and professional development is a priority throughout. The exceptional impact of the number of highly qualified staff on influencing outstanding outcomes for all children is apparent. Children's progress, including planning and assessment is rigorously and very effectively monitored by the manager and graduate leader. As a result, any children who are not making expected progress are quickly identified and receive appropriate intervention.

The graduate leader expertly supports all staff in the delivery of the outstanding educational programme, frequently supporting them to make changes or improve practice. Uncompromising self-evaluation is a central feature of the nursery with an unswerving commitment to reflection, evaluation and improvement. There is an excellent understanding of strengths and areas for development. All parties are involved with this process and comments and regular feedback from parents are fed into development plans. The provider has an extremely clear vision of where the setting is going and is highly inspirational in leading all staff to support her in this. A rigorous and extremely comprehensive recruitment process ensures only those suitable to work with children are recruited to do so. Induction and supervision procedures ensure exceptional, high quality staff are recruited and retained, underperformance is challenged and addressed immediately. The system for peer observation is currently being embedded. Extremely high expectations of staff ensure they are highly motivated at all times to provide the best possible teaching so all children make excellent progress in their learning and development.

Staff have an outstanding understanding of the welfare and safeguarding requirements of

the Early Years Foundation Stage. Comprehensive policies and procedures are in place and underpin daily practice. Implementation is actively and thoroughly monitored by the manager and provider on an ongoing basis. All staff have an extremely clear understanding of what is expected of them. As a result, children enjoy an uncompromisingly safe and secure environment. Staff take part in safeguarding training and all are highly aware of the procedures to be followed and who to contact if they have concerns about any child or a colleague. Regular and comprehensive risk assessments ensure that the environment is extremely safe and secure, and risk of harm is minimised. Excellent and highly effective partnerships with parents are evident throughout. Parents are constantly consulted about their children's learning and encouraged to become involved in their learning and development. Parents comment upon the extra efforts made for their children, for example, supporting language development or investigating possible sight difficulties. Comments are without exception extremely complimentary and focus on the quality of the staff team and how settled children are. The setting works extremely well with the local authority and has acted as a mentor for other settings requiring additional support or ideas. As a result, all children are exceptionally well-supported throughout their learning and development.

## 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>	302044
<b>Local authority</b>	Bradford
<b>Inspection number</b>	855013
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Kiddi-Creche Private Day Nurseries Ltd
<b>Date of previous inspection</b>	28/06/2010
<b>Telephone number</b>	01274/510988

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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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