

# Caring Kindergartens Ltd (Northampton)

Owl Close, Moulton Park, Northampton, Northamptonshire, NN3 6HZ

<b>Inspection date</b>	17/03/2014
Previous inspection date	17/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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 have positive attitudes to learning and the development of children's language is given high priority. As a result, they make good progress in relation to their starting points.
- Effective arrangements are in place to ensure good working partnerships with parents. This results in an integrated approach to children's care, learning and development.
- The warm and welcoming environment helps children to feel safe and secure, which successfully develops their confidence and supports their emotional well-being.
- Management effectively monitors the overall quality and effectiveness of the nursery. As a result, clear targets are set to secure future improvements.

### It is not yet outstanding because

- There is capacity to use the outdoor environment more effectively and for pre-school children to make their own decisions and have more opportunities to initiate and extend their own play in the indoor environment. Consequently, learning opportunities are not always as fully maximised as at other times.
- There is scope to enhance the planning of activities and the range of resources provided for children aged two when they use the sensory room. As a result, learning opportunities are not always fully optimised at this time.

## 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 did a tour of the premises during the inspection.
- The inspector observed activities in all playrooms and the outside learning environment.
- The inspector held a meeting with the manager of the provision.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ann Austen

## Full report

### Information about the setting

Caring Kindergartens Ltd (Northampton) was registered in 1996 and is on the Early Years Register. It is situated in purpose-built premises in the Moulton Park area of Northampton and is managed by Caring Kindergarten Limited. It operates from a single-storey building and there is a fully enclosed area available for outdoor play. The nursery serves the local area and beyond and is accessible to all children. The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, and 12 hold level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are currently 59 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports 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 opportunities for pre-school children to make their own decisions and to initiate and extend their own play and ideas in the indoor environment, and improve children's access the outdoor environment by implementing a more flexible timetable
  
- enhance the planning of activities and the range of resources provided for children aged two in the sensory room, to ensure all children continue to be engaged and motivated as at all other times.

### Inspection judgements

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

All children are working comfortably within the typical range of development expected for their ages, and older children sometimes excel. They enjoy their time at the nursery and develop positive attitudes to learning. This is because the quality of teaching is good. For example, several pre-school children confidently name and sound letters of the alphabet and can write their name. In addition, older children listen to stories with increasing attention and recall. They use animated language as they confidently answer questions, and are taught that the writer of a book is called an author and the pictures are drawn by an illustrator. As a result, children are developing the key skills needed to help in the next steps in their learning, including school. Staff value the voice of the child and effectively develop their interests. For example, staff provide a range of activities following the children's interest in growth. Children plant sunflower seeds, and through discussion and carefully chosen rhymes they learn that plants need water and sunshine to help them

grow. In addition, staff working with the two-year-old children successfully sustain their interest as they play in the pirate ship. Staff alter the tone of their voice and cheerily say 'Ahoy there me hearties' to the children. As a result, children try to imitate the language they hear. In addition, staff encourage the children to dress up as pirates and show them how to use the telescope to search for hidden treasure. However, there is occasionally scope to enhance the planning of activities and the range of resources provided for children aged two in the sensory room. As a result, learning opportunities are not fully optimised at this time and so children occasionally lose interest.

Staff regularly observe, access and track children's progress. As a result, staff plan suitably challenging experiences for the children through a mix of adult-led and child-initiated activities. This enables staff to continue to enhance the children's learning. For example, staff working with the youngest children support their enjoyment of books by pointing to and talking about the pictures they see. However, routines across the nursery occasionally lack flexibility. For example, children are generally only able to access the outdoor area at designated times of the day. As a result, children's indoor activities are sometimes interrupted and their outdoor learning experiences are not always fully maximised. For example, children in the toddler room are not given the opportunity to complete their puzzle because it is their time to go outside to play. In addition, children in the pre-school room are occasionally not provided with sufficient opportunities to initiate and extend their own play and ideas in the indoor environment and to make their own decisions about when they need to use the bathroom. Parents are valued as active contributors to their child's learning and development. A good range of information is gathered on entry to provide staff with a good quality baseline from which to measure children's progress. Ongoing progress is successfully shared through daily verbal communication and regular consultation evenings. In addition, staff complete daily information sheets for each child under the age of two, and all parents have regular opportunities to view their child's progress record folder. Parents are actively encouraged to support and share information about their child's learning and development at home. They share their child's 'wow' moments, update staff on the care routines of younger children, and weekend activity books are provided for the parents and children to record and share photographs of family events and activities that they have participated in. Staff effectively complete and share with parents the progress check for children aged two, so that they are aware of children's progress at this stage.

Children form friendships and seek out others to share experiences. The development of the children's language skills is actively encouraged throughout the nursery. From a young age all children are taught how to use Makaton signs as a form of communication. Staff effectively respond to younger children's sounds and gestures and encourage them to say single words. For example, they sing songs and repeat the phrase 'bubble, bubble pop' as they blow bubbles for the children to chase. As a result, children eagerly reach up to the falling bubbles, clap their hands and say the word 'pop'. In addition, younger children are encouraged by the staff to point and name different parts of their bodies and to name the different animals as they play with the farm. Older children communicate with confidence. They hold a conversation and use language to share their feelings, experiences and thoughts. Children who speak English as an additional language have good opportunities to learn English. Staff introduce English language in the context of the children's play, use careful pronunciation of words and phrases and sing songs which

encourage the children to join in. This is further developed through consistent routines and regular discussions with parents. Consequently, children are beginning to develop their vocabulary in English. Staff have worked hard to create an outdoor learning environment. As a result, children eagerly access the available resources. For example, staff support older children to ascend the climbing wall and encourage them to throw balls into the hoops. In addition, staff encourage younger children to use their feet to manoeuvre the wheeled toys forward. Children look for butterflies and draw pictures in the enchanted garden and are provided with magnifying glasses to search for mini beasts in the 'bug hotel'.

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

Staff create a caring and nurturing environment for the children. As a result, children happily enter the nursery, settle well and demonstrate that they feel secure. In addition, older children are often very eager to share their news with the staff as soon as they arrive at the nursery. Staff show warmth and affection towards the children. For example, children naturally seek reassurance as required and staff cuddle children who feel unwell. This effectively supports children's emotional well-being. An induction process for children and their families means that staff develop a strong appreciation of the diverse backgrounds of the children who attend. In addition, information is obtained about children's daily routines, favourite toys and any known medical and dietary requirements. This promotes continuity in the children's care and supports their continual well-being. Settling-in sessions are offered and parent support is provided through reassurance and telephone communication once their child has started at the nursery. In addition, parents receive a settling-in report after their child has attended the nursery for three months. Transitions between rooms are managed well. Parents are informed in advance, children are gradually introduced to their new room and to their key person, and information about their care and learning is shared. As a result, children settle well and form new relationships with the children and staff. In addition, staff effectively prepare and support older children as they move on to other early years settings and into reception class at school. For example, staff effectively develop children's personal, social and emotional skills. They encourage children to take their turn during board games and develop their confidence to share their news at group time and to sing solo to their friends. In addition, staff support children to develop effective personal hygiene routines, such as washing their hands after using the toilet, and to independently dress for outdoor play.

Staff create a safe, welcoming and well-resourced environment for the children. Children's work and photographs are displayed throughout the nursery, which successfully supports their sense of belonging. In addition, colourful hanging mobiles and comfortable sofas provide a homely feel to the room used by the youngest children attending the nursery. Staff are deployed appropriately and know how to deal with safeguarding issues. Accurate records are maintained of any accidents or any medicines administered. Staff encourage children to develop the habits and behaviour appropriate to good learners, and to take account of their own needs and those of others. Staff take time to listen and explain why certain behaviour is unacceptable and find out what may have gone wrong when children become upset. From a young age children are encouraged to share, take turns and be kind to one another. Older children demonstrate the ability to sort out any minor

disagreements. These skills make a good contribution to preparing children for when they move to more formal learning. Children's confidence and self-esteem are raised because staff praise them for their efforts and achievements. Staff support children to develop an awareness of safety and how to stay safe. For example, staff explain why it is not safe to climb up the slide and that water on the ground can become a hazard.

Children are actively encouraged to learn about maintaining their health and the importance of exercising as part of their continuing well-being. For example, older children understand that they wash their hands to remove germs and understand the importance of cleaning their teeth after meals. In addition, all children thoroughly enjoy being in the fresh air and are encouraged to be physically active. Children's individual care needs are met through clear systems for nappy changing, and babies and toddlers are provided with comfortable areas to rest and sleep. A high priority is given to providing healthy meals and snacks, with a high emphasis on using fresh produce. For example, children enjoy fresh fruit and freshly prepared meals, such as spaghetti bolognese and salmon and tuna bake with seasonal vegetables. Staff also ensure that children have access to fresh drinking water throughout the day, which helps them to remain comfortable and well hydrated. Children thoroughly enjoy their food. Mealtimes are social occasions as children sit chatting to their friends, and staff use this opportunity to encourage good manners. Babies' feeding routines are respected and staff support younger children's developing independence by encouraging them use appropriate cutlery to feed themselves. The nursery has obtained a five star food hygiene rating.

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

This inspection was prioritised following concerns being raised about the provider's ability to safeguard children in the nursery. This relates to the publication of photographs in the nursery newsletter of children participating in a very messy play activity wearing their underwear. The inspection found that written parental permission is obtained to take the photographs of the children and to use photographs in publications, such as the nursery newsletter. However, the provider and management took immediate action to improve all procedures. This included immediately withdrawing the newsletter from circulation. In addition, management carried out a full review of the safeguarding policy and procedures to ensure the children's future protection and well-being. As a result, amendments have been made to the safeguarding policy and all staff have been informed of the new procedures. Management have agreed that very messy play activities should continue but all children must now wear a t-shirt while participating and that photographs can only be taken of the children when they are suitably dressed. In addition, publicised photographs of this nature will now only contain the pictures of the completed artwork. Management and staff demonstrate a good understanding of the indicator signs of abuse and neglect. The designated person for safeguarding has attended a child protection training course and fully understands her responsibilities to liaise with the Local Safeguarding Children Board. In addition, all staff complete online training courses to keep their knowledge up to date, and discussions about protecting children regularly feature as an agenda item in staff meetings. This ensures they have an up-to-date knowledge and remain fully aware of their roles and responsibilities. A good range of written policies and procedures support

the management of the provision. For example, procedures are in place for dealing with concerns and complaints, including maintaining a written record of any complaints and their outcome, and a behaviour management policy is in place. Management implement secure recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them. A record of all staff's individual Disclosure and Barring Service checks is maintained. Designated staff have responsibility for checking the environment on a daily basis prior to the arrival of the children to make sure all areas they use are safe. As a result, risks are removed or minimised. Security of the building is good and staff supervise the children well. In addition, visitors are asked to provide full identification and are asked to sign the visitors' book.

Management use their experience and skills to effectively monitor the delivery of the educational programmes and the quality of teaching through their observations. They are able to accurately evaluate areas of weakness and offer constructive feedback and support to staff to ensure any underperformance is tackled swiftly and that the overall quality of teaching remains consistent throughout the nursery. Management and senior staff regularly check the children's development record folders to ensure children's next steps are clearly identified across all areas of their learning and development. In addition, management use cohort tracking documents to monitor children's progress and any potential gaps in learning where additional support may be required. Management ensure that staff hold appropriate levels of qualifications according to their post. Overall, staff have a good understanding of the developmental needs of the children attended, which ensures they make good progress. Management closely monitor the performance of new staff members, all staff receive an appraisals and staff development is actively encouraged. For example, staff are supported to gain additional qualifications. Management exhibit a willingness to learn lessons from incidents, and all recommendations raised at the last inspection have been met. This demonstrates a drive for the continual improvement of the nursery. In addition, ongoing self-evaluation is effective in identifying what the setting does well and what it needs to do to improve. As a result, clear targets are set for the future to secure improvements. For example, management intend to continue to closely monitor staff performance; to extend links with the local community and continue to expand the outdoor learning area. In addition, management welcome support from local authority development workers with regard to improving practice, and the staff and parents are asked invited to offer suggestions for improvement.

Parents speak positively about many aspects of the nursery. They comment on the caring staff, the successful transitions within the nursery and the range of learning experiences provided. Management effectively support parents to understand how learning is promoted to their children. For example, during the induction process, parents are provided with a guidance document about the Statutory framework for the Early Years Foundation Stage, and displays in the nursery explain the seven areas of learning. In addition, parents receive newsletters and can access the nursery website. Staff fully understand the importance of partnership working with external agencies in order to secure appropriate interventions for children and ensure they receive the support they need to enable them to continue to make progress. In addition, staff make appropriate links with other early years providers to ensure continuity of the children's care and learning. For example, teachers are encouraged to visit the nursery to observe and begin

to develop relationships with the children during the summer term, and staff share information about the children's learning and development during their time with them.



## 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>	220128
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	954468
<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>	75
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Caring Kindergartens Limited
<b>Date of previous inspection</b>	17/09/2008
<b>Telephone number</b>	01604 499643

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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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