

Kiddi Caru Nursery

Kiddi Caru Day Nursery, Fyfield Barrow, Walnut Tree, Milton Keynes, Buckinghamshire, MK7 7AN

Inspection date	28/04/2014
Previous inspection date	02/04/2012

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		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Procedures to assess the suitability of staff are not robust because the management team do not gain sufficient information. As a result, children's well-being is compromised.
- Procedures to mentor, supervise and monitor staff who lack appropriate experience are ineffective. As a result, children's safety is compromised.
- Self-evaluation is not effective in identifying significant weaknesses and the actions needed to address these.
- All children are developing some degree of self-care skills. However, some children have less opportunity to develop skills in serving themselves, choice-making and clearing away during and after meal times.
- The home corner in the pre-school room does not invite or encourage children to use their imaginations, explore familiar home experiences and develop language associated with imaginative play.

It has the following strengths

- Overall, the staff's teaching skills help children to reach expected levels of development for their age. Their partnerships with parents are effective, ensuring children's learning is consistently encouraged.

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 undertaken by the children and staff.
- The inspector discussed practice with the staff and carried out a joint observation with the manager.
The inspector sampled documents in relation to children's learning and development, safeguarding, safe recruitment and those relating to staff training, support and skills.
- The inspector took account of parents' views through their verbal feedback and written comments.
- The inspector took account of the nursery's self-evaluation.

Inspector

Carolyn Hasler

Full report

Information about the setting

Kiddi Caru Nursery registered in 2001. The nursery is registered on the Early Years Register and is one of 20 nurseries run by The Childcare Corporation, which is a private company. This nursery is located in Walnut Tree, Milton Keynes, Buckinghamshire and it operates from purpose-built premises. Children use five rooms for their activities and there is a kitchen, toilet, washing facilities and nappy changing area. There are several enclosed gardens for children's outdoor activities and there is a staff room and office. The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks a year. It is registered on the Early Years Register. There are currently 80 children aged from three months to four years on roll. The provision receives funding for free early education for three- and four-year-olds. The nursery supports children with special education needs and/or disabilities. The nursery employs 25 staff who work directly with children, including the manager, half of which are qualified to levels 2 and 3 in early years childcare and education or above. The manager holds a level 6 qualification.

What the setting needs to do to improve further

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

- make sure people looking after children are suitable to fulfil the requirements of their roles by ensuring recruitment procedures are robust and understood by those who have responsibility to ensure the suitability of staff
- make sure appropriate arrangements are in place for the supervision of staff who have contact with children and families; provide support, coaching and training for staff to promote the interests of children and foster a culture of mutual support, teamwork and continuous improvement
- improve the programme for expressive arts and design so that children have stimulating resources to aid their role-play based on first hand experiences and that will offer them enhanced opportunities to develop social skills and language
- develop reflective practice in order to identify strengths and key weaknesses in order to improve the care and learning opportunities for all children

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

- ensure all children have the same opportunities to develop self-care skills by reviewing how independence is promoted for each child during snack and meal times

Inspection judgements

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

Across each base room, staff plan a range of activities to help children make progress in their learning. Most rooms have easy access to outside learning environments, although some children go to the outside area via the hallway. Nevertheless, good use is made of both inside and outside spaces. In the baby and toddler rooms, children are able to choose resources at floor level. Staff working with older and more able children make sure resources are accessible within low level storage units. This encourages children to initiate learning independently through self-chosen activities. Staff working with children plan more formal learning through adult-led activities, which support children's learning objectives. Overall, there is a good balance between both child-initiated and adult-led activities.

The continuity of staff working with children helps ensure they build confidence and self-assurance. Children are friendly and show a 'have a go' attitude towards learning new skills. In all rooms, staff have a good command of English and use ongoing commentary in

order to support children's interests. There is good use of books, finger rhymes, rhyming and singing to encourage younger children's language development. During adult-led activities, staff use descriptive language to extend children's vocabulary. Children in the older age range are learning about the sounds letters make and practise this regularly. Staff plan lots of opportunities for children to practise early writing skills in many different materials, such as sand and foam. Some children are able to recognise their own names in writing, and in some instances, are beginning to form letters and write their names. Overall, staff plan sufficient activities to support children's physical development, making good use of outdoor space. Some provision has been provided for younger children to practise crawling and walking skills on different levels. Babies use wooden trolleys to support themselves while practising walking skills up and down the length of the baby room. Staff plan opportunities for children to explore colour, shape, size and numbers. They ensure children have access to technology such as computers and battery-operated toys. There are many opportunities for children to be creative with craft resources and musical instruments. The home corner is less inviting and does not reflect the backgrounds of the children that make use of it. Dolls and resources in this area are not inspiring and do little to promote children's imagination, language or personal and social skills.

Staff show confidence when talking about the areas of learning, their knowledge of individual children and their learning objectives. Staff communicate with parents well, sharing children's current interests and achievements. They promote parents' involvement in children's learning, encouraging them to share experiences children have at home. Staff complement these experiences to fully embed new knowledge and skills and to promote a shared approach to children's learning. Initial partnerships with parents help establish starting points for children. Staff use this information to plan for children's ongoing learning. Staff make regular observations of children to track their development against expected levels for their age. Where staff or parents have particular concerns about development, more detailed observations help staff establish a complete understanding of issues. Assessments, including the progress check for two-year-olds, measure children's progress. They identify future learning objectives which are linked to the areas of learning. This helps staff plan effectively for children's future learning. Parents' consultation meetings help ensure they understand the Early Years Foundation Stage and share their views about their children's development and learning.

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

Staff form positive relationships with children and their families. They adapt their practice around younger children's needs, promoting familiarity and continuity within routines between home and the nursery. Their settling-in procedures help children adapt to the change in care arrangements. This helps to build confidence and trust between parents, key persons and children. Children who feel settled and comfortable within the environment, and with those around them, become confident individuals who are emotionally prepared to learn. Early positive relationships with adults help them to form friendships with children of their own age. Very young children play alongside each other and they clearly enjoy the company of other babies and toddlers. Staff ensure these early

experiences of social situations help them as they learn to share and take turns. Older and much more experienced children show skills in playing together, sharing equipment and turn taking. In most instances, they are able to compromise and negotiate, taking into account other children's choices, views and feelings. Staff model positive behaviour around children, using strategies such as diversion and discussion to help them learn right from wrong. Staff have introduced a visual aid to help older children understand how their behaviour impacts on others. This also supports their understanding of social skills. Overall, children show respect and consideration for others during games. Their behaviour shows an awareness of safety and respect for their environment. Staff help children to become aware of their own home cultures and faiths and share these within the nursery through project work. They learn about other people and their communities through planned activities to develop their understanding of the wider world. In general, learning resources provide positive images of other people who are different to themselves.

Overall, staff promote children's awareness of healthy lifestyles. They encourage them to take steps towards independence in self-care skills in most instances. These skills involve learning to pour their own drinks, serve their own meals, and make simple choices about what and how much they want to eat. However, for those children on special diets, there is no system in place to support them developing these skills. Meals are dished up and placed in front of them and drinks are poured by a member of staff. Self-care skills are promoted as children gain an understanding of their bodies and develop coordination to manage independently in toileting areas. Staff promote children's awareness of hygiene and encourage hand washing appropriately. Staff plan time during the day for children to be physically active. They encourage children to develop skills in balance and coordination, handle different degrees of heavy construction resources and learn ball skills. Babies and toddlers have lots of room to move around their environment. Children learn to handle tools, such as scissors, paintbrushes and writing materials, with confidence.

The learning environment is well maintained and welcoming. Most procedures to safeguard children work well. There is good security to the building and visitors are monitored. There is clear guidance to staff and parents on the use of technology such as phones, cameras and social networking sites to ensure children's privacy is maintained. Overall, staff are confident in their knowledge of safeguarding issues and prioritise children's safety. However, during periods of staff change, procedures are not always followed through diligently enough. This compromises children's well-being.

Staff and parents work together to support children as they move between rooms. Information sharing ensures learning is not interrupted as children manage change and build the skills they need to feel confident in their learning. The nursery has links with local schools who visit to reassure and support children in their move to school.

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

This inspection was carried out following concerns raised to Ofsted about issues relating to general staff suitability, and training support and skills. The inspection found that

arrangements to monitor the performance of staff are ineffective. Staff who are given additional responsibilities are not always mentored or coached well. This has an impact on their understanding of their roles and responsibilities to follow recruitment procedures, and supervise and mentor new staff effectively. Recruitment procedures are not robust. The provider does not gain all required information to assess staff's suitability to work with children when they appoint new staff. The nursery is in breach of two legal requirements relating to general suitability and training, support and skills. Consequently, children's well-being is compromised. As a result of the inspection findings, the provider is required to take further action.

Staff have a sound awareness of the educational programmes and generally deliver these well. This means children have appropriate opportunities to learn and develop in each area of learning. Monitoring systems are sufficient to ensure assessments of children's learning provide a broader view of their current development. In general, children have sound opportunities to do well in their learning. There is a system in place to monitor the effectiveness of the nursery. This takes account of staff's, parents' and children's views. Overall, staff are encouraged to develop their skills. However, the nursery has failed to identify weaknesses in their systems which have a significant impact on the quality of the service they are able to deliver.

Links with parents and other professionals within the early years community are positive. Staff show a commitment to working in partnership with other providers and professionals in order that children receive continuity in their care, 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

Unique reference number	EY346348
Local authority	Milton Keynes
Inspection number	951478
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	67
Number of children on roll	80
Name of provider	The Childcare Corporation Plc
Date of previous inspection	02/04/2012
Telephone number	01908 692469

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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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