

Kiddycare Ltd.

71 Melton Road, LEICESTER, Leicestershire, LE4 6PN

Inspection date

11/04/2014

Previous inspection date

13/06/2011

The quality and standards of the early years provision

This inspection:

2

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

- The key person has strong bonds with their children and partnerships with parents, carers and other professionals are very strong. As a result, children make good progress in their learning and development.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children. Staff implement effective practices to minimise hazards to children.
- The management team are committed to the continuous development of the provision, using a good system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated staff team, where everyone works together to ensure children benefit from a continually improving setting.
- The management team understands their responsibilities in meeting the learning and development requirements and has excellent systems to monitor staff practice and the progress of children, implement change and reflect on improvements made.

It is not yet outstanding because

- At times, staff do not give enough time for children to respond when asking a question, particularly during adult-led activities. As a result, opportunities to extend their thoughts and ideas are not always as good as they could be.
- Some routines in the setting do not encourage all children to learn to be independent.

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 had a tour of the nursery, looked at documentation and spoke to staff.
- The inspector observed children and looked at their learning journal records.
- The inspector held a meeting with the manager and senior management and conducted a joint observation.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Samantha Faulkner

Full report

Information about the setting

Kiddycare Ltd was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Belgrave area of Leicester City, and is owned by a limited company. The nursery serves the local area and is accessible to all children. It operates from a large converted house. The nursery employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. One member of staff is qualified at level 6. The nursery opens Monday to Friday all year and is open from 7.45am to 6pm. Children attend for a variety of sessions. There are currently 130 children attending who are in the early years age group. 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:

- give children more time to respond when asking them questions to allow their thoughts and ideas to develop
- encourage children to be more independent by making routines less time dependent, giving them time to persist in and achieve at simple self-care tasks, such as putting on their own coat or blowing their own nose.

Inspection judgements

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

Children are welcomed into the setting. This starts with short settling-in sessions with their parents, during which time staff find out about each child. Staff are interested to know what they like, their interests and what they can do. This information is used to help children settle and to determine their starting points. Staff carry out their own observations and use guidance documents to make sure that they provide a truly focused curriculum for all the children. Planning brings in themes to introduce to children and is focused on their individual needs, linked to their next steps in learning. Each child has their own planning sheet and tracker and staff use a brainstorming sheet on the wall to reflect on future planning ideas. As a result, staff are able to identify any gaps in learning and make changes where required so that all children make good progress. All seven areas of learning and development are prompted well by a staff team that is experienced and knowledgeable. Staff consider how well children involve themselves in activities and whether they enjoy these. Children demonstrate different styles of learning and staff use this information to ensure they provide a well-resourced and welcoming environment,

inside and outdoors, that meets children's needs. For example, the outdoor environment enables children to explore and discover. In the straw they find the insects hiding underneath. They explore and take risks on the climbing frame or use the large vehicles to use their imaginations and create their own games as they chase each other around the garden. Staff complete regular assessments, including the progress check at age two to share with parents their child's progress. This helps parents to support their child's learning at home. As a result, children are making good progress and are gaining the necessary skills to support their future learning.

Teaching is good and staff have high expectations of children. They provide resources to support each of the areas of learning, but allow children to use their critical thinking skills to determine what to do with the resources. For example, children in the toddler room use individual mirrors to look at their reflections and draw their faces. Staff discuss the pictures with the children who are able to label parts of the face. Staff also model clear language. Babies use blue toothpaste spread on the table to make marks, learning about cause and effect. They squeal in delight as they leave imprints from moving their fingers along the toothpaste and delight in showing their messy hands. Staff use visual timetables and model simple choices for children to help extend their communication and language. Many staff speak several languages. They use these skills to support children with English as an additional language by translating into their home language at times. This helps children to quickly settle and enables staff to reinforce meaning in English. As a result, children make good progress. However, at times, staff do not give enough time for children in the pre-school room to respond when asking a question, particularly during circle time. As a result, opportunities for these children to explore their own thoughts and ideas are not always sufficient.

The setting supports children with special educational needs and/or disabilities, by providing one-to-one support and working in partnership with other professionals. Staff are trained in supporting children with special educational needs and adapt routines or activities to make the setting truly inclusive. Parents are very involved in their children's learning. They share information from home and staff tell them daily what the children enjoy and learn. For example, staff organise a display with the children for Mother's day, in partnership with the fathers. The children bring in photographs of themselves and their mums as a surprise for their mums to see. This shared approach to children's learning means they make good progress from their starting points. The setting prepares children for school by introducing activities that support children to take turns and listen with respect to each other.

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

The key persons are very knowledgeable about their children and are focused on ensuring they make good progress at the nursery. They have strong bonds with the children and gather good information from parents to ensure their child's needs are met. The children are happy and settled and parents value and praise the care that staff take with their children and the information that they share with them. Children's independence is encouraged most of the time. They use the toilets on their own, pour their own drinks and tidy away after themselves. However, routines do not always allow children the time to

practise their developing skills. For example, staff in the pre-school room rush to put on children's coats for them and staff in the toddler room wipe children's noses but do not teach children how to do this for themselves. As a result, children are less well supported to care for their own needs. The move between rooms is managed effectively, so children cope well with the change. The key person takes children on short settling-in visits and only moves children to a new room when they are developmentally and emotionally ready. As a result, children enjoy their time at nursery and the strong support from their key person ensures they are emotionally secure.

Behavioural management strategies are age appropriate and staff are consistent in their approach. As a result, all the children are well behaved and know what is expected of them. Staff help to teach children about personal safety. For example, children are aware of how to use tools, such as scissors appropriately. Children understand risks and staff challenge them to manage them well. For example, younger children are supported on small steps and are encouraged to slide down the slide on their own.

Children play and learn in a well-resourced environment that provides excellent resources. These are kept within reach so children can choose the things they want to use for themselves. Parents contribute to information about children's care routines, sharing information about comforters, nappies and sleep patterns. Staff record this information and work in partnership to maintain similar routines at the nursery. Children always wash their hands before handling food and brush their teeth daily. Children have daily access to physical play outdoors and they experience all areas of learning and development. They provide a balanced menu for the children and encourages healthy eating by discussing healthy choices during meals and snacks.

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

Staff are aware of the signs and symptoms of abuse and have robust systems for recording any concerns or existing injuries, in partnership with parents. Systems for recruitment and checking staff suitability are robust and staff understand their responsibilities about reporting any changes affecting their own suitability. Staff know how to report any concerns to ensure children's safety and welfare. They have a clear whistle blowing policy and work with the local safeguarding agencies to families when required. There are effective systems to ensure camera phones cannot be used inappropriately. Risk assessments are extremely detailed and demonstrate that the setting has considered the potential risks for children and the measures taken to reduce these risks. As a result, children are kept safe from harm. The setting also keeps children safe by implementing clear policies and procedures. Good internal security systems ensure only authorised persons have access to the building. The staff ensure children are safe in the garden, which is kept secure. The nursery has written risk assessments, which are very detailed and are reviewed every term. These are shared with staff who understand the measures in place to safeguard children. Children's health and good hygiene standards are promoted through the high standards that staff demonstrate in the setting. Protective gloves are worn during nappy changing, to prevent the spread of germs. Staff in the baby room have good systems in place for washing and preparing bottles and preparing cots and sleep

mats.

The manager has a clear understanding of her role and responsibilities and maintains her own professional development through forums, network meetings, publications and information on the Ofsted website. She is extremely knowledgeable about current issues and recent changes to the inspection framework. She has spent considerable time with other senior managers, reflecting and monitoring the running of the provision. There is a clearly written self-evaluation document, which is very detailed and includes the views of parents, children, staff and other professionals. As a result, the setting has a clear development plan that is shared with everyone and is focused on making continued improvements. Staff are extremely knowledgeable about the Early Years Foundation Stage and understand company policies and procedures, which are well written, regularly reviewed and are embedded into practice to ensure staff are meeting the needs of all children.

The manager and planning coordinator have a high level of awareness of the curriculum and effective evaluation of this is ongoing. She monitors the curriculum, checks the progress children make, which areas of learning and development are being observed and how the curriculum is being offered. Consequently, any delays in learning and development or gaps are quickly identified and addressed. Staff training is held every month and is used as an opportunity for professional discussions about current issues or to review policies and procedures. Staff are all motivated and keen to learn. They cascade their learning to other staff members so that new information can be shared. This has a positive impact on children's learning and development, and the whole staff team is knowledgeable and well qualified. Excellent induction, supervision and appraisal arrangements ensure that staff are respected, valued and are fully aware of their responsibilities. Peer observations are used as a means of monitoring staff performance and ensure teaching and learning is sharply targeted to children's ages and stages of development.

Staff deployment is well organised and the manager ensures that ratios are always maintained, including when children are sleeping. The manager is fully committed to the care and teaching of the children, she is passionate about the care the staff provide and works in the room alongside the staff team to model teaching strategies and support individual staff. As a result, the staff team work very effectively together. Staff are knowledgeable and have a broad range of strategies to support children with English as an additional language and special educational needs. Partnerships with parents and with other settings and professionals are a strength for the setting. All staff communicate well with parents, they pass on information about daily learning and share what the children have enjoyed doing. They take the time to listen and support parents. Information about the setting, teaching and the curriculum is shared via noticeboards, and by newsletters and displays about the teaching and learning. Staff work closely with health professionals and other support workers to help meet children's needs in a cohesive way. Staff support children who attend dual settings by sharing information about children's progress and next steps. This enables the children to have continuity in their care and learning. Partnership with schools and other settings are strong and staff have a positive attitude to sharing practice and teaching to promote continuity in children's learning and 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

Unique reference number	226969
Local authority	Leicester City
Inspection number	968176
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	130
Name of provider	Kiddycare Limited
Date of previous inspection	13/06/2011
Telephone number	0116 2680258

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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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