

Kiddi Caru Day Nursery

York Road, Burgess Hill, West Sussex, RH15 9TT

Inspection date	30/10/2014
Previous inspection date	15/09/2009

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

- Staff have a good knowledge of children's interests and development levels which means they are suitably challenged.
- The quality of teaching is consistently good; therefore children are all making good progress in their learning and development.
- Partnership with parents is effective. Staff understand the importance of sharing information and including them in their children's learning.
- Children are happy, settled and have a secure relationship with the caring staff. This allows children to be enthusiastic, independent, sociable and motivated to learn.

It is not yet outstanding because

- Occasionally staff do not give children time to respond to their questions, which means their knowledge is not always tested or extended.
- Staff do not make full use of displays and resources to fully support children who speak English as an additional language to develop their communication skills.

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 all rooms and the outdoor area.
- The inspector spoke to staff and management at appropriate times during the inspection.
- The inspector sampled the setting's policies and children's development folders.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to parents to gain their views and opinions on the setting and staff.

Inspector

Hannah Barter

Full report

Information about the setting

Kiddi Caru Day Nursery is one of 19 nurseries run by The Childcare Corporation. It registered in 2007 and operates from a purpose-built, self-contained unit in Burgess Hill, West Sussex. All parts of the building are wheelchair accessible. All children have access to an adjacent outdoor play area. The setting is open from 7.30am to 6.30pm on Mondays to Fridays for 51 weeks a year. There are currently 151 children on roll who are within the early years age range and are from the surrounding urban and rural areas. The setting supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language. The setting is registered on the Early Years Register. There are 28 members of staff who work directly with the children, of whom 26 hold early years qualifications to at least level 2. The majority of the staff hold a paediatric first-aid certificate. The setting is in receipt of funding to provide free early education for two-, three- and four-year-olds. The manager holds a qualification in early years care and education at level 4.

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 process staff's questions and respond appropriately, to further develop their knowledge
- strengthen the use of displays and resources to further support children who speak English as an additional language.

Inspection judgements

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

The quality of teaching is consistently good. Staff have a secure understanding of how to promote all areas of learning and development to children. They provide suitable levels of challenge and therefore all children are making good progress. Staff work in partnership with parents and gain suitable information from them before their children start, which helps them to plan effectively. Children's development is monitored using a development wheel which makes it clear for parents to understand the level of their child's development according to the Early Years Foundation Stage curriculum. Staff share all assessments with parents, including the progress check for two-year-olds, and encourage parents to contribute to these. This supports children's learning at home. Staff have a good knowledge of children's interests. Through prior knowledge and regular observations they incorporate these into the planning cycle and consequently children's next steps are planned for. This means that staff prepare all children very well for their next stage in

learning and ultimately their move to school. Staff are quick to identify any gaps in children's development and target their support so that they are addressed to help children make good progress. There are signing systems in place to support communication with all children, but especially those who speak English as an additional language. Staff work closely with these parents to develop children's understanding and language skills. However, the staff do not make good use of displays and resources as aides to fully support children who speak a range of languages.

Children benefit from a wide range of activities which keeps them engaged, motivates them to learn and comprehensively covers all areas of learning. Babies showed good levels of confidence when exploring the sand tray during the inspection. To begin with, they showed caution and gently touched the sand but with staff reassurance and support they very quickly started to use pots which they filled and then emptied. Staff made sandcastles and counted them, which develops children's knowledge of simple number language. Staff skilfully narrated what the babies were doing, for example, 'You are filling the pot' and 'Does it feel cold on your toes?' This develops children's language development and supports them while they are independently exploring and making marks in the sand. Babies enjoyed climbing in and out of the ball pool, throwing the balls out, and laughing as they hit the floor. Staff encouraged the babies to kick the balls, which promotes their physical development and hand-eye coordination.

Staff encourage children to explore. Toddlers played in the water tray and staff asked children to recognise sea creatures, while offering gentle support to help them pronounce the names correctly. Children enjoyed exploring the sea creatures, having a go at saying the names and splashing them into the water. Children explored a large tray of cereal and pasta, using dinosaurs to stamp them through the tray. Staff asked children what noises they could hear, with responses such as 'It is crunchy!' They also asked children to describe what it feels like; 'It is hard.' This develops children's critical-thinking skills and language development. Children's early writing skills are encouraged during messy activities. Children made marks in shaving foam using different sized cars. Staff used descriptive words such as 'rolling' and 'squashing' which encouraged the children to explore the mixture and have a go for themselves. Staff continuously asked children to describe what it felt like, which further develops children's language development and critical-thinking skills. However, occasionally staff do not allow children time to respond to their questions, which means their current level of knowledge is not fully tested or extended.

Children's literacy development is encouraged throughout the setting. Babies enjoyed looking through textured books and feeling the different pages. Staff allowed the babies time to explore the books and used simple one or two word responses to describe what they were seeing. For example, 'Sheep, baa.' Staff allowed older children to select books for them to read. Children listened attentively to the story and staff encouraged children to relate to it. 'The mermaid is going to the circus, have any of you been to the circus?' This enables children to describe past events and recall information about their lives away from the setting. Staff make learning about numbers and mathematical language fun. When children played with dinosaurs in a tray of rice, staff asked children to find the big and little dinosaurs and put them into groups. Staff also asked children to put the little dinosaurs 'on top' and 'under' the big dinosaurs. This develops children's knowledge of

positional language and concept of size. Children used different shapes and paint to make marks with. Staff asked children to recognise different colours and decide which shape they would like to use. Children were confident in recognising colours and shapes. Staff asked the children to tell them about their picture. 'This is my house, it is pink and I have made it a circle shape and the roof is a triangle.' Staff praise children's efforts which motivates them to learn.

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

Children are happy, confident and settled due to the strong relationship they have with their key person and all of the staff who care for them. Staff are sensitive towards babies' needs. They are quick to offer cuddles and reassurance when babies become upset. The staff have a good understanding of children's individual routines and recognise signs of tiredness and settle the babies to sleep to meet their needs appropriately.

All resources are at the children's level and signs display words and pictures, which promotes all children's independence. The rooms are bright and colourful with different areas for the children to explore. These include cosy corners with books, musical instrument area, various treasure baskets for them to explore sensory play, and role-play areas. Children's artwork is displayed at their level which promotes their self-esteem. Photographs of children's families are displayed on the wall, which helps children to settle and promotes language development when staff ask children to tell them about their pictures. These systems support children's emotional well-being.

Children begin to learn what staff expect from them. When climbing on a table, staff explained to children not to do this as they would hurt themselves if they fell and not to run inside as they may fall over. This helps children to have an understanding of how to keep themselves safe. The garden area is well risk assessed and different areas display red spot signs which means staff have to supervise the area more closely if children are using it. Children also understand that they have to be careful if they are in a red spot area, such as water play, playing on the decking area and climbing over the bridge. Staff discuss the importance of taking safe risks with the children, for example when using the climbing wall. Children are encouraged to take risks but also to keep themselves safe. Children understand that they have to walk up the stairs and hold the banister so that they do not fall over. Children behave well because staff are good role models. Staff praise children for being kind to their friends, which supports their social skills. Children understand that they have to use sand timers and take turns with their friends if they want the same toy.

Children show good levels of independence and knowledge of hygiene practices. They confidently wash their hands after taking part in messy activities. Staff support younger children and offer praise and encouragement, which promotes their confidence. Children throughout the setting take part in rolling snack time. This means that their play is not interrupted and they can choose when they want to eat. Children sit in small groups and select their pieces of fruit and vegetables from a varied selection. Pre-school children are encouraged to pour their own drinks and can choose from water or milk. Staff ask children

why they think they should drink milk. Children respond 'It keeps us healthy and makes our teeth strong.' All food is prepared on site and the menus are created with advice given by a qualified nutritionist. This ensures that children benefit from a healthy and well-balanced diet. Children's healthy lifestyles are encouraged by the staff. Children benefit from lots of play in the large outdoor area. The garden has many different areas such as a make-believe beach, story-telling corner, mark-making/writing area and music area. It is also big enough for children to use ride-on toys and run around chasing their friends, which promotes their gross physical skills. Children enjoy placing hoops on the ground and manoeuvring their bicycles and cars around them. Older children use chalks to draw on the tarmac. During the inspection, children drew pictures of their mummies and daddies and staff asked them to talk about their picture.

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

The management and staff have a secure knowledge of the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The manager and deputy are the designated persons for child protection and ensure their training remains up to date. The company's director of childcare is a qualified trainer and updates staff's safeguarding training every two years. In addition to this, the management team requests that all staff complete an annual quiz to test their knowledge on safeguarding procedures. This helps them to ensure that the staff keep children safe from harm. Staff have a secure understanding of how to record and report accidents and injuries. The majority of the staff hold a full and relevant paediatric first-aid certificate and were able to confirm their understanding of first aid procedures during discussion. This further ensures children's well-being and safety.

The recruitment systems in place are thorough and effective. The manager has attended training on safer recruitment to ensure the suitability of all staff. All staff complete an in-depth induction programme which ensures they are aware of their roles and responsibilities. It also makes sure they are suitable to fulfil their job role. Regular supervision sessions take place where the staff member and manager highlight training needs and discuss strengths and weaknesses. The manager has a good understanding of staff's strengths and deploys staff appropriately to gain the best possible outcomes for children. The setting has completed their self-evaluation form and they update it every three months, as a minimum, to ensure that all changes and improvements are added. They use national guidance to assess their practice and provide a judgement for the quality of their provision. The management team understands the importance of evaluating their practice; they observe staff's interactions and monitor the implementation of activities. Management are confident in feeding back to staff and suggesting improvements. The manager works closely with the director of childcare and there are further plans in place to monitor the development of all children across all of the company's settings. This shows the commitment the setting has to improving their practice and ultimately the outcomes for children.

There are effective systems in place to share information about children's development

with additional early years providers. Staff share children's development records and discuss their progress and next steps in learning. The manager invites teachers into the setting to observe the children and the key person also visits the schools to meet the teachers and view the environment. Staff discuss with children the sorts of activities they will do at school and the setting introduces these into their planning. The staff work with parents and ask if there is anything else they would like them to work towards before their child starts school. The setting sends out feedback forms to school once children have started. They ask questions about the children's school readiness and if there are any other areas they would like the setting to focus on for the future. This ensures children are fully prepared for their move to school.

The staff have positive relationships with parents. Staff provide daily handovers which detail the child's day and activities they have taken part in. The staff working in the younger children's rooms complete a written log, which parents have commented on that they like and find useful. Parents comment how approachable the management are and they can always speak to them if they have a query. The management team ensures they are available to parents on a daily basis. The office door is always open and they are happy to discuss queries at any time. Staff send pictures to the parents' via email if their child has struggled to settle that particular day to offer them reassurance. The manager sends out newsletters each month via email which means all parents can access relevant information regarding their child's room. There is also a Facebook page and a link on the main website which parents can access with a password with details of all of the setting's policies. Parent evenings take place every six months where the parents have a meeting with their child's key person and view their child's work and development folders. Social events are also held throughout the year for parents to attend. These systems help to ensure that parents feel included and that their feelings and opinions are valued. During discussion with some of the parents they stated how happy they were with the setting and commented on the warmth of the staff and how approachable they are. They are happy with how their children are developing and know that the staff have a good understanding of what their children like to do.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY357124
Local authority	West Sussex
Inspection number	828677
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	103
Number of children on roll	151
Name of provider	The Childcare Corporation PLC
Date of previous inspection	15/09/2009
Telephone number	01444 257 971

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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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