

# Kiddi Caru Nursery

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

<b>Inspection date</b>	27/10/2014
Previous inspection date	28/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Rigorous monitoring of all children's learning and development and working in close partnership with parents, mean any gaps in learning are closing rapidly. This supports children in progressing well towards the early learning goals.
- Children are encouraged to do things for themselves during all activities. This supports their developing independence and all round well-being.
- The manager and her team foster a culture of continuous improvement and use self-evaluation effectively, to improve the childcare provision that they provide.
- Staff have established effective links with other agencies, to further support their reflective practice and provide access to specialist support as needed.
- There are robust safeguarding measures in place to protect children.

### It is not yet outstanding because

- Many positive steps are now taken to monitor staff performance and all staff have good training opportunities. However, the manager has not yet implemented strategies, such as peer observations, in order to identify more specific training needs.
- Staff do not consistently exploit every opportunity to support children's development of mathematics, such as by counting items in everyday tasks.

## 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 children's activities in all the rooms used and outside.
- The inspector carried out a joint observation with the manager and held discussions with members of staff.
- The inspector sampled the nursery documentation including a self-evaluation, staff induction and supervision records, policies and children's development records.
- The inspector took account of the views of parents through discussions on the day and recently completed written feedback.
- The inspector viewed staff qualifications and checked the suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

## Inspector

Rachel Pepper

## 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 19 nurseries run by The Childcare Corporation, which is a private company. This nursery is located in Walnut Tree, Milton Keynes and it operates from purpose-built premises. Children use five rooms for their activities and there are several enclosed gardens for children's outdoor play. The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks a year. Children attend for a variety of sessions. There are currently 57 children on roll, of whom all are in the early years age group. The nursery supports children with special educational needs and/or disabilities. The nursery employs 15 staff who work directly with children, 12 of whom are qualified to levels 2 or 3 or above in early years childcare and education. The manager holds a qualification at level 6.

### What the setting needs to do to improve further

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

- strengthen the educational programme for mathematics even further by maximising opportunities to use numbers for counting in everyday tasks
- enhance current monitoring systems of staff performance to further identify specific training needs.

### Inspection judgements

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

Staff display a secure understanding of the Early Years Foundation Stage and use this to plan challenging activities and experiences for each child. As a result, children make very good progress in their development. The quality of teaching is good, as staff engage children in purposeful dialogue at every opportunity. For example, during story time, the staff ensured that all children took turns and had the opportunity to contribute to the discussion. They used open-ended questions to encourage children to think before they responded. Staff extended this learning as they recalled previous activities children had completed. This allowed children to reassess their learning and shows how staff support their speaking and listening skills. Staff sing with children at every opportunity and repeat well-known rhymes with the youngest children, as they model the word sounds for them clearly. Children repeated these words as they happily sang throughout snack time. This demonstrates how staff support children of all ages in their communication and language development. Staff facilitate children's ability to express their ideas, and use their imagination, through the appealing resources that they provide. They responded immediately when children invited them to join in their role play and used timely moments

to introduce further narratives. Outside, children used bikes to pedal and strengthen their leg muscles as they pushed backwards and forwards, negotiating the space available. They used the wooden blocks and ramps staff provided to build and then practise their balancing skills. They concentrated and then smiled at their achievement each time they reached the end without falling. These activities fully support children's physical development.

Staff promote children's readiness for school as they introduce additional adult-led activities to the older children. They use these to focus children's attention on the more specific areas of learning. For example, staff supported children to form the recognisable letters of their own name. Staff helped less able children to attempt the task, as they offered name cards for them to follow. Furthermore, staff offer additional challenge for children who excel, by taking them onto the library bus, to choose more advanced books to read. As a result, children are developing their early literacy skills very well, in line with their individual stages of development. Staff use the adult-led activities to introduce mathematical language. They support children to solve problems. They asked them, for example, how many legs their spider had, and how many more they needed, as they completed their Halloween pictures. Staff praise children when they give the correct answer and sensitively support them if they struggle. This raises children's self-esteem and secures their learning. Staff have furnished each home corner with resources relating to real-life experiences, and they have labelled some of these with prices, to increase children's awareness of mathematics in daily use. However, staff in some rooms, do not take every opportunity to extend mathematics fully, such as by introducing counting into tasks. Nevertheless, staff prepare children well for school. They discuss children who have left, and how much they miss them, and they explain to children that they too will be moving on. Children use the uniforms that staff provide, within the dressing-up area, to role-play these scenarios. As a result, children are well prepared for the next stage in their learning.

Staff carry out short observations and note children's achievements or specific interests each time that they attend. All staff complete these, as they know the children well. Staff use these numbered observations, every six weeks, to compile a learning record that shows children's progress and devised next steps. Staff share these records with parents, to ensure that they are kept fully informed of the activities children take part in, and their response to them. Therefore, parents are able to continue this learning at home with their child. Staff encourage parents to complete weekend observation sheets on their child. They use this information and assessments, including the progress check for children between the ages of two and three years, to establish each child's current level of knowledge, abilities and skills accurately. This allows staff to determine the levels of development for each child and identify areas where children may not be making progress at expected levels. Staff collect all the information gathered and plot it onto a cohort tracking system, which consists of a clear visual chart. This highlights how well individual children are reaching their full learning potential and progressing towards the early learning goals. Staff use several strategies to involve all parents in children's learning. Staff display information for parents around the setting, and they invite them in for regular parents' evenings, to discuss their child in more detail. In addition, staff liaise regularly with parents of children with special educational needs, and with any support professionals working with them, to inform their planning. They provide activities to

support each child's individual needs, and adapt each room to offer a wide range of learning opportunities. For example, they have introduced a ball pit, to support children with delayed physical development. Parents describe the support that they have received as invaluable. The management team is currently implementing a further system, to look in more detail at the progress made between different groups of children. This demonstrates their high level of commitment to continually improve upon this area, and raise the outcomes for children.

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

Children enjoy their time at the nursery and settle well. Staff respond to children's needs immediately and children are aware that they can seek reassurance at any time. In addition, there is an effective key-person system. Children are paired with the staff member that they feel most comfortable with, so that they develop secure attachments to staff. This supports children well during their time in the nursery. Children gain a sense of belonging as they access their own individual pegs and boxes, to store their personal items. The key-person assigned to each child becomes the first point of contact for parents to discuss any concerns that they may have. They also take responsibility for holding the meetings during parents' evenings, to fully explore the characteristics of each child. They gather information on each child before they start, during the 'Stay and play' sessions that they encourage parents and children to attend. This information includes each child's likes, dislikes, favourite foods and daily routines. Staff then adapt practice to include a routine that is similar, to meet each child's needs, such as their times for rest. This gives children continuity in the care they receive and helps to ensure a smooth move between home and the nursery. Staff offer children further support, such as gradual settling-in sessions when they move on to the next room. Staff discuss with parents the right time for each child to move, to ensure that they meet the individual needs of each child. In addition, staff plan time for children to socialise with other children in the nursery. They join the other rooms for time outdoors and at the beginning and the end of each day. This supports children in negotiating and developing their own relationships with peers. As a result, children's personal, social and emotional development is fully supported, and children are emotionally prepared to move on to school.

Staff teach children to behave as they use positive strategies to encourage expected behaviour. For example, children receive stickers for following instructions, such as tidying away toys before lunch and using their 'indoor voices'. Furthermore, staff remind children of the simple rules, which they display. They use picture cards to help support verbal communication with children who have special educational needs. Therefore, all children are familiar with the daily routines of the nursery and understand expectations of behaviour. Staff promote children's awareness of keeping themselves safe. For example, staff praise children who carry their knife safely and use the cutlery correctly. In addition, they suggest that children avoid the water spilt on the floor through active play, in case they slip. Within the pre-school room, children are challenged further as they are asked, 'Do you think that is safe?' as they climb upon the car garage. These activities demonstrate how staff help children to assess their own risks within play and to develop good social skills.

Staff promote children's health as they encourage them to try a range of nutritious food, which is balanced and healthy. For example, children enjoy a tomato, spinach and lentil pasta for lunch, followed by semolina for dessert. Snacks offered throughout the day are fruit or vegetable based. Staff ensure children enjoy a wide variety of food as they follow a five-week menu, which they plan with the help of a food nutritionist. Staff talk to children during all mealtimes about the food that they eat. This supports their understanding of the benefits of making healthy choices through the effect it has on their bodies. Staff encourage children to wash their hands before eating and after using the toilet. Older children use the low-level sinks and follow pictorial instructions to carry this out. In addition, they locate their own tray of food and cup, and select the cutlery that they think they will need. This shows how their independence is promoted well, in line with their capabilities. Staff wear hats and aprons to serve younger children food and use the gel dispensers located around the nursery. This promotes a safe hygiene practice and reduces the risk of contamination through the spread of germs. The nursery has been awarded a five-star food hygiene rating, which shows the attention staff give to this area. Children have regular access to fresh air and exercise as they use the outdoor gardens at regular intervals throughout the day. In addition, the pre-school room offers children the freedom to move between the indoor and outdoor areas. As a result, children's physical development is supported well.

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

The management team and staff meet all the safeguarding and welfare requirements well. Entrance to the nursery is via a buzzer system, and the back gate is secured using a high lock. In addition, staff ask all visitors to sign in and out and they record the hours of children's attendance accurately. This means that no unauthorised person can gain access, and children cannot leave unsupervised. All staff working with, or who have regular access, to the children, have undergone full vetting checks to help ensure they are suitable to work with children. In addition, all staff have received safeguarding training. This ensures that they are aware of the procedures to follow if they have a concern about any child in their care. They can also name the lead person for safeguarding and know what to do if an allegation is made against them, or another member of staff. This promotes the welfare of children effectively. Staff who have received first-aid training are deployed well throughout the nursery rooms. Information about first-aid is displayed within each room, which helps staff to quickly manage any accidents children may have. Furthermore, staff sign all medication in and out, and gain parents' permission to administer any medication to children. This further safeguards the nursery practice. Staff take part in a regular fire practice with children, using the clearly marked exits and instructions. This helps them to know what to do in the event of an emergency. Staff evaluate each fire practice to help them improve upon procedures. For example, all staff now take extra care to sign themselves in each day, to reflect the correct numbers in the building at all times.

The manager is fully aware of safe recruitment processes as she rigorously follows

through all staff references and retains information, such as forms of identification, on file. The manager and her team ensure that all staff are suitable people, and have the relevant experience. There is a thorough interview process, which now includes an additional stage. Staff go through a robust induction, which includes all the information for their role and the policies and procedures of the nursery. This knowledge is reinforced through regular supervision meetings, to monitor staff performance and identify areas that might be improved. The manager encourages staff to record their daily experiences within their reflective diary. This includes what they think went well today and what they feel they could have done better. Systems are now in place to monitor staff performance and provide training opportunities. There is scope, however, to enhance this further, through using peer observations. These would identify more specific training needs, for each staff member.

The manager has an action plan in place. This includes developing the outdoor area to increase opportunities for children, such as by growing their own fruit and vegetables to supplement mealtimes. This demonstrates how the manager is continually reflecting upon the provision and looking for ways to improve both the environment and the learning that takes place. Furthermore, the manager completes self-evaluation, to identify further priorities for improvement, which she works upon immediately. For example, all children now serve themselves at mealtimes, promoting their developing independence. The manager and her team have worked extremely hard to address all of the actions raised at the last inspection successfully. This intense focus on these areas, and support from a local authority consultant, mean that many of these safeguarding areas, including the recruitment and suitability of staff, are now clear strengths of the nursery.

Effective partnerships with parents mean that that they are fully involved in all aspects of their children's care and development, and have developed a good relationship with staff. In addition to the daily discussions, staff obtain feedback from parents through a suggestions box, and ask if they may record quotes to display. Furthermore, staff gain the views of children, as they ask them their likes and dislikes, and plan activities where children use drawings to express their favourite things. In addition, staff observe children who are non-verbal, through their interaction and body language during activities. This shows how the views of all children are equally valued. Partnerships with other providers and relevant agencies are also well established. The management has the support of The Childcare Corporation, to remain fully informed of any relevant changes in the childcare sector and keep up to date with the learning and development requirements. In addition, these links provide them with access to any specialist support that they need for individual children in their care.

## 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

<b>Unique reference number</b>	EY346348
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	977758
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	53
<b>Name of provider</b>	The Childcare Corporation Plc
<b>Date of previous inspection</b>	28/04/2014
<b>Telephone number</b>	01908 692469

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## Type of provision

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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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