

Kiddiecare Nursery

Hayes & Harlington Conservative Association, 141 Church Road, HAYES, Middlesex, UB3 2LE

Inspection date	04/11/2014
Previous inspection date	30/06/2011

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		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 settle well in the nursery supported by kind, caring and enthusiastic staff. Consequently, they feel safe and secure.
- Staff promote children's development in all areas of learning, particularly in encouraging children's language and listening skills.
- Staff provide a good mix of adult-led and child-initiated activities combined with good quality teaching, to effectively promote children's learning.
- Parents make positive comments about the nursery. They are happy with the level of care and learning provided by staff and the support to extend their children's learning at home.

It is not yet outstanding because

- Staff do not always use all opportunities to promote children's independence and self-care skills during routine activities throughout the day.
- The resources and visual teaching material available downstairs and in the outdoor area, does not fully reflect the wide diversity of cultural backgrounds of families who attend the nursery.

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 staff and children's interactions both indoors and outdoors.
- The inspector discussed safeguarding procedures with staff and management and, sampled the nursery policies and procedures.
- The inspector discussed the nursery's' process of self-evaluation with the manager and operations manager and sampled children's development records.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to staff, children and parents in the nursery.

Inspector

Vanessa Brown

Full report

Information about the setting

Kiddiecare Nursery registered in 2010. It is one of six nurseries owned by Kiddiecare Nurseries Limited. It operates from Hayes and Harlington Conservative Association club house in Hayes, in the London Borough of Hillingdon. The nursery has access to an enclosed area for outdoor play. The nursery is open each weekday from 8am to 6pm, during term-time only. There are currently 76 children on roll and the provider receives funding for the provision of free early education for children aged two-, three-, and four years old. The nursery supports children with special educational needs and who children who speak English as an additional language. The nursery employs 10 staff, seven of whom, hold appropriate early years qualifications. The manager holds a foundation degree; one member of staff has achieved Early Years Professional Status and one member of staff holds a Qualified Teacher Status. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- further develop resources and visual teaching aids in the outdoors and downstairs area, to reflect the backgrounds and cultures of the children and families who attend the nursery

- build on all opportunities for children to develop their self-care skills throughout the day in the nursery.

Inspection judgements

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

The quality of teaching in the nursery is good. Staff understand that children learn through play and by engaging in activities that follow their interests. Staff talk to parents and find out about children's abilities, likes, dislikes and routines when they start in the nursery. They use this information as well as ongoing observations to plan a range of activities to promote children's progress in all areas of learning and development. They monitor children's development so that any gaps in children's learning can be identified early and plans put in place where additional support is needed. Staff work with parents to complete progress checks for children when they reach the age of two years. Consequently, children make good progress towards the early learning goals.

Staff provide a range of easily accessible toys and resources that promote all areas of learning and development. As a result, children are able to make independent choices in

their play. However, although the upstairs areas have a wide range of displays, images and resources to promote the different cultural backgrounds of children and their families, this is not so evident in the downstairs and outdoor areas. As a result, staff miss opportunities to fully extend children's knowledge of the wider world through consistent positive messages and cultural representation. Staff ensure there is a good mix of child-initiated and adult-led activities to develop and extend children's learning. Children and staff sit together and sing welcome songs when the children arrive in the nursery. Children learn the sounds and letters that make up their names, which promotes children's communication, language and literacy development. They begin to feel a sense of belonging as the staff and their friends enthusiastically welcome them, which helps them feel safe and secure. Staff talk to children all the time to support their language and listening skills, however, they also give them the time and space to allow children to explore and learn on their own

Staff promote children's understanding of colours and numbers as they count and sort the animals into different types. Children enjoy playing colour matching games with animals and investigating the doctor's kit. Staff teach children how to use a stethoscope and about taking their body temperatures, which promotes their understanding of people who help them. Staff provide mark-making materials around the nursery, which enables children to practise their skills in pencil control as they draw and paint using crayons, chinks and pencils. Staff provide lots of support and encouragement during all activities and routines, which promotes children's confidence and self-esteem.

Staff offer children lots of opportunities to practise the necessary skills required in readiness for school. They promote good hygiene practices by ensuring children wash their hands before meals and after going to the toilet. Staff encourage children to independently find their own coats and to dress themselves before going outdoors to play. However, some staff locate the children's coats for them and further help them dress. This is because the coat racks are not easily accessible to enable children to find their own coats independently. Staff encourage children to make choices and to be independent in their learning. Staff plan a good mix of activities including focused activities, which promotes children's communication and language development, as they learn to sit and listen to instructions.

Staff share information with parents about their child's development. They organise parents' evenings and coffee mornings to share children's development profiles. Staff encourage parents to share wow moments of children from home, which they celebrate in the nursery. This promotes children's confidence and self-esteem. Staff work with parents and other agencies so that children who need additional help are well supported. Information on parent boards explains how the Early Years Foundation Stage is implemented in the nursery and gives ideas for parents to support children's learning at home.

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

Children settle well in the nursery supported by kind and caring staff. This is because staff spend time getting to know their key children and follow their interests. They give children lots of cuddles and provide reassurance to those children who find it more difficult to settle. Consequently, children soon become involved in activities in the nursery. Parents are informed if their child's key person is not available and the buddy system ensures children continue to be supported well.

Children feel safe and secure in the nursery. They build positive relationships with staff and other children in the nursery. This is because staff plan activities so that children of all ages play together and make friends. They develop confidence and independence and staff praise children for all of their achievements. Staff use wall displays to show they value children's individual work as they include the child's voice.

Staff teach children to manage their own behaviour. They talk to children according to their level of understanding and remind children of positive ways to play with their friends. They encourage turn taking and sharing throughout the day in all activities. As a result, children learn to share when playing with dough and take turns with the cutters. Staff encouraged them to take turns adding bricks for example, when they built towers. Consequently, children behave well in the nursery.

Staff promote healthy lifestyles with the children. Children have daily opportunities for outdoor physical play. They run around and pedal on bicycles. Children learn to balance supported by attentive staff. They squeal with delight when playing parachute games, build with bricks and dig in the sand. This supports their physical development.

Children learn from staff that by washing their hands they keep themselves safe from germs. Staff teach children about healthy foods at all opportunities. Staff provide healthy foods at mealtimes and children sit together for this sociable occasion. Children serve the food themselves, although, there are some inconsistencies as some staff serve and pour drinks for children.

Staff complete daily risk assessments at the beginning and end of the day in the nursery. They are vigilant in ensuring that all hazards are identified and actions taken to minimise risks. Consequently, children are kept safe when using all areas in the nursery. Staff ensure the premises are suitable and hygienic for children. Cleaning and maintenance routines support children's well-being. Procedures are in place for recording accidents and incidents in the nursery and staff attend first-aid training. They are deployed well across the nursery to ensure that accidents are dealt with appropriately.

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

The management and leadership team in the nursery is strong. They have a good understanding of meeting requirements of the Early Years Foundation Stage. Effective policies and procedures are in place and shared with parents to promote the safeguarding and welfare of children.

The leadership and management team ensure staff are suitable to work with children. Robust recruitment, induction and supervision procedures are followed and staff attend regular training for their role. Management and staff have a good understanding of the procedures to follow if they have concerns about a child or about a member of staff. The management has effective procedures are also in place for the use of mobile phones in the nursery and information is shared with parents and staff about social networking sites. Consequently, children are effectively safeguarded.

The management team have a good understanding of the learning and development requirements of the Early Years foundation Stage. They build strong relationships with parents and share information on children's development in the nursery. Staff complete regular observations of children and use these to develop their planning to support children's next stage of development. They complete evaluations of the activities they provide which helps to develop action plans for individual children. In addition, staff use the evaluations to identify areas for improvement, to further drive the nursery forward. Management and staff work together to reflect on their practice. They encourage feedback from parents, the local authority and external agencies to help develop their future plans for the nursery. Consequently, all staff promote children's care and learning is to a good level in the nursery.

Parents make positive comments about the nursery. They value the information that is shared including the newsletters, children's profiles and the daily updates. They comment that staff are caring and know their child well. Overall, they are happy with the progress their children are making in the nursery.

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	EY421714
Local authority	Hillingdon
Inspection number	845275
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	76
Name of provider	Kiddiecare Nurseries Ltd
Date of previous inspection	30/06/2011
Telephone number	07932699222

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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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