

Kiddicare

Chantry House, 11-13 Watling Street, Bletchley, MILTON KEYNES, MK2 2BU

Inspection date	06/11/2014
Previous inspection date	20/05/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff are caring and welcoming and know the children well so that they confidently support the children in their play and care routines.
- The outdoor environment is well planned and built into the daily routine to enable children to have a variety of learning experiences. As a result, they benefit from daily fresh air and physical exercise.
- Children are emotionally well prepared for the next stage in their learning because staff support them effectively to move between nursery rooms and on to school.

It is not yet good because

- Systems for observing, assessing and planning are not consistently implemented across the setting to ensure that all staff use their knowledge of the children to plan effectively and build on children's individual needs, interests and stage of development.
- The manager does not consistently monitor the delivery of the educational programmes, particularly planning systems, to ensure they accurately reflect children's identified needs and next steps for learning.
- Parents are not always encouraged to share their views and information regarding their children's learning and development at home to fully promote continuity in learning.

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 held meetings with the manager of the nursery.
- The inspector observed activities in the play room and carried out a joint observation with the manager.
- The inspector sampled the children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector took account of the views of the parents and carers spoken to on the day.
- The inspector accompanied the staff and children to a nearby park to observe outdoor play.

Inspector

Jane Osburn

Full report

Information about the setting

Kiddicare registered in 2006. The provision is privately owned. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is located in Bletchley, Milton Keynes, Buckinghamshire. It is located in a converted two-storey building. The baby room is on the first floor. In addition to the baby room, sleep area and milk kitchen, there is a large hall that is used for children's physical activities on this level. Provision is made on the ground floor for children who are over two-years-old. A kitchen, toilets and nappy changing facilities are in close proximity to the main rooms where children are based. There are currently 28 children on roll in the early years age range. The nursery supports children who are learning English as an additional language. It offers full-day care, pre-school sessions and after-school care. The opening times are from 8am until 6pm, Monday to Friday. A team of 11 staff work directly with the children. Of these, two hold relevant degrees, seven are qualified at level 3 in childcare and education and one is qualified at level 2.

What the setting needs to do to improve further

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

- implement a consistent system across the nursery to ensure that all staff are planning for children's individual needs, interests and stage of development, so that the knowledge gained through observation is effectively used to inform planning and builds on children's learning
- improve the monitoring and evaluation of educational programmes and teaching to ensure all children's individual needs are met and they are consistently challenged in all areas of learning.

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

- develop strategies to further engage parents in their children's learning and encourage them to share their views and information regarding their children's learning and development at home.

Inspection judgements

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

Children are provided with a range of experiences across all areas of learning. Staff organise resources effectively and ensure they are easily accessible for children. Children

generally enjoy their time at the nursery and are occupied throughout the session. Staff are caring and welcoming, and know the children well so that they confidently support the children in their play. For example, while children are playing with dolls in the home corner, staff demonstrate how to carefully hold a 'baby'. They demonstrate the care that a 'baby' would need when putting them in the buggy and being handled. Staff use communication techniques that are appropriate to individual children's stage of development. For example, younger children are given time to answer questions and staff comment on their play so that they can make the connections between the words and what they are doing. This shows that children are supported appropriately to gain communication and language skills.

The nursery does not have an outdoor space directly attached to the nursery. However, daily opportunities are planned for all children to have a variety of experiences in different outdoor venues. For example, staff take children on a visit to the local park, feeding ducks along the canal, and using a community garden. All staff are confident and ensure that children are supervised appropriately when crossing the road and walking along the pavement. Staff regularly hold conversations with the children about the things that they are seeing on the walk, such as aeroplanes, boats, cats, birds and workmen. The play equipment in the local park is appropriate for the age of the children and gives them opportunities to climb, jump, balance, run, bounce and swing. Staff support the children in their play, showing an awareness of the capabilities of the children. Staff also engage children in other play activities. For example, staff used a story line about 'going on an animal hunt' to encourage the children to repeat words and carry out actions. This shows that staff are giving children differing opportunities to develop their language and physical skills.

Staff communicate with parents to establish children's interests and prior skills before they start at the nursery. This allows staff to plan and provide for the children from the moment they begin. Staff carry out regular observations and assess children's next steps in their learning and development. They use relevant support and guidance documents as reference to identify if children are demonstrating typical behaviour within the expected bands of development. However, the knowledge staff have gained through observation and assessment is not consistently used to inform the planning. Therefore, this does not always ensure that staff provide activities to support the children's individual needs, interests and stage of development. Staff complete a progress check for all children while they are two-years-old, which allows early identification of any areas of development that need extra support.

The key-person system supports engagement with parents who confirm that information is exchanged verbally on a daily basis. Staff periodically share information regarding children's learning and development. Parents provide information with regard to their child on entry to the setting, by the completion of an 'all about me' document. However, parents do not provide regular information about how the children learn at home. Therefore, staff do not use effective strategies to fully engage parents, and encourage them to share their views and information regarding their children's learning and development at home.

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

The nursery operates a key-person system that ensures that all children are supported to make secure attachments. This enables the children to settle quickly into the nursery so that they are happy and can spend time exploring the activities purposefully and forming relationships with others. Staff are good role models and provide guidance for children in a consistent and positive manner. They encourage children to share and use positive language in dealing with any disputes between them, giving clear explanations to increase children's understanding of how to behave and what is expected of them.

Staff demonstrate an understanding of how to safeguard children and what to do if they have concerns about a child in their care. Management ensures that the nursery's policies and procedures are regularly updated and are known to the staff. Staff carry out effective risk assessments of the areas children use in the nursery and for any outdoor experiences that they plan. This helps to ensure a safe environment for the children. Staff ensure children have a good understanding of healthy eating. This has been a recent focus in the nursery, within the nursery activities and by working in partnership with parents, so that children are provided with healthy snacks and lunches every day. Staff discuss the foods that children are eating, reminding children that the food is healthy and good for them. Drinking water is accessible so that children can help themselves whenever they are thirsty. This increases children's understanding of why they need healthy food, fresh air and exercise to keep their bodies healthy.

Due to the location of the toilets being outside the play room, children are accompanied to the toilet by a member of staff. Children are encouraged to use the toilet independently and develop an awareness of good hygiene practices. For example, they use soap to wash their hands routinely after using the toilet and before sitting down at meal times. Staff are always on hand to encourage and support the younger children with their personal care routines. Staff encourage children to carry out other routine tasks for themselves, according to their ages. For example, they encourage children to put on their coats before going outside, put completed work in their own drawers and feed themselves at lunch time. Children are emotionally well prepared when moving within the nursery or on to other settings. This is because the nursery staff prepare them well for these moves. This means that the children gain the confidence and skills they need to move on successfully to the next stage in their learning.

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

The manager ensures that staff have a suitable understanding of the safeguarding and welfare requirements, and of how to keep children safe and secure in the nursery. Staff show an awareness of their policies and procedures with regard to the children's welfare. They demonstrate their knowledge of the procedures they would need to follow in order to safeguard children, and an awareness of how to recognise signs of possible abuse. Robust recruitment procedures are implemented, which help to ensure adults working with children are suitably checked. The manager demonstrates an understanding of the

responsibilities in ensuring that staff have opportunity to receive support in their ongoing professional development. Annual appraisals take place and regular staff supervisions have been introduced to the nursery to support staff development. Targets for staff development and training are identified, as well as in-house training opportunities and discussion through regular staff meetings. This means that staff have the opportunity to improve their knowledge and continue to develop their practice.

The nursery provides interesting activities across all areas of learning, indoors and outside. The staff carry out observations on the children and regularly assess their stages of development and the progress they are making. However, staff do not consistently use the children's interests or their stage of development to plan and provide activities that support the needs of individual children. Therefore, systems are not sufficiently effective to monitor the planning for the educational programmes to ensure these accurately reflect how staff will meet children's individual learning requirements.

The nursery has strategies in place to identify areas of strength. They are also looking at other areas that need some development, the details of which are recorded in the setting's action plan. The manager demonstrates the recent changes that the setting has made in response to the actions raised in their previous inspection. This includes the development of the outdoor opportunities, strengthening of the key-person role, healthy food and drink options for children, and reviewing the maintenance of the premises in order to provide an inviting setting. All these actions have been completed and, therefore, the overall provision offers an improvement in the quality of care and education for the children.

Parents and carers indicate that, overall, they are satisfied with the care that their children receive when they attend nursery. They are welcomed into the nursery and staff keep parents verbally informed on a daily basis.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY337394
Local authority	Milton Keynes
Inspection number	977765
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	28
Name of provider	Lorraine Margaret Ogunyinka
Date of previous inspection	20/05/2014
Telephone number	01908 277356

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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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