

# Caring Kindergartens

369 Birmingham Road, Stratford-upon-Avon, Warwickshire, CV37 0RF



## Inspection date

17 June 2015

Previous inspection date

10 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are caring and considerate and fully aware of how to respond if they have concerns regarding a child in their care that may be at risk of abuse or neglect. They are vigilant as children play and explore, reminding them of how to play safely, so they are aware of how to keep themselves safe.
- The quality of teaching continuously improves because managers regularly observe staff and identify aspects of their teaching that can be further enhanced.
- Effective evaluation of the nursery provision ensures there are firm and effective plans in place to continually improve what children are offered. The spacious and well-resourced indoor and outdoor learning environments provide children with a wide range of interesting experiences where they explore and discover new experiences daily.
- Children are very well settled and form positive relationships with staff and other children. Their care and well-being are supported through sensitive settling-in sessions, which are exclusively geared to each family's individual needs.
- Staff demonstrate good quality teaching skills and effectively identify gaps in children's learning. They stimulate and engage the interest of all children, which motivates them to learn. As a result, children make good progress in their learning and development.

### It is not yet outstanding because:

- Some staff do not always promote children's understanding of shape, volume and size by using mathematical language during sensory play.
- Sometimes, staff do not always organise activities for children at the end of snack time, which results in some of them being uncertain about what to do next.

## What the setting needs to do to improve further

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

- review the organisation of activities at the end snack time, so that children can continue with their learning and exploration
- provide further opportunities during sensory play to promote children's mathematical development and their understanding of shape, size and volume.

### Inspection activities

- The inspector toured the nursery and outdoor play area.
- The inspector observed activities indoors and the outdoor play area.
- The inspector met with the manager of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of documents, including those used for assessments, planning and observations.
- The inspector took account of the views of parents and carers, including those spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of all staff working with children.

### Inspector

Susan Rogers

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy a wide range of activities that promote their learning and development in all areas. Staff observe children as they play and plan for any gaps in their development. Children's creativity is promoted well by staff. They encourage children to be imaginative as they play and express their own ideas, which promotes their confidence. This encourages children to develop strong communication skills as they negotiate and discuss their play ideas with each other in imagined play scenarios. For example, children decide that they are pirates and then during another play scenario decide to imitate the characteristics of different animals. There are occasions, however, where staff do not always make additional activities readily available for children, for example, after they finish their snack. Children listen attentively during story time as staff ensure this is interesting and encourage them to speculate about how the story will end and what will happen next. However, staff do not always promote the use of mathematical language that describes shape, volume and quantity when they are using dough and sand.

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

Children behave well, are kind and considerate to one another and help and support each other well during activities. Staff encourage children to use creative scenarios as they play, which promotes their understanding of sharing and turn taking. Outdoor play is extensively promoted in the large outdoor play areas, particularly during the summer months, and enables children to enjoy physical play and exercise. Their good health is promoted very well through regular healthy meals and snacks. Older children thoroughly enjoy using a range of wheeled toys and use their whole bodies to push themselves along. This promotes their confidence and physical skills well as they learn to keep themselves safe. Children's independence is well promoted; they put on cycling helmets before using wheeled toys and pour themselves drinks during the day. As a result, children are acquiring the necessary skills and attitudes in readiness for their next stage of learning, as they move on to full-time school. Younger children are safe and secure as they sleep peacefully while staff supervise them closely.

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

Managers and staff continually measure the effectiveness of the nursery provision and are ambitious for further development and progression. Positive partnerships with schools and other providers promotes consistency for children's development. Children's progress is meticulously monitored, which enables staff to identify the next steps in their development. Partnerships with parents are very strong and staff ensure they are fully included in all aspects of their children's learning. Staff update their skills and knowledge through regular training and staff meetings. Staff's suitability is checked through strong recruitment procedures. Managers monitor staff's performance through regular supervision sessions and peer observations, which drive forward continual improvement in teaching and learning.

## Setting details

<b>Unique reference number</b>	200548
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	875000
<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>	55
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Caring Kindergartens Limited
<b>Date of previous inspection</b>	10 February 2009
<b>Telephone number</b>	01789 298563

Caring Kindergartens was registered in 1997. The nursery employs seven members of childcare staff. All hold appropriate childcare qualifications at level 3 and above, including two staff with level 6 qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

