

Caring Kindergartens

48 Hardwick Road, Wellingborough, Northamptonshire, NN8 5AD



Inspection date

15 May 2017

Previous inspection date

21 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The setting has made significant improvements since the last inspection. It has worked closely with the area management team and the local authority to improve its practice. These changes have had a positive impact on staff's knowledge and confidence and on children's safety and well-being.
- Children form secure emotional attachments with staff and benefit greatly from the welcoming environment. Genuinely caring staff celebrate and praise children's achievements. Children demonstrate that they are highly confident, overall, happy and settled.
- Children are independent and gain skills they will need for school, such as changing in and out of their coats and shoes.
- Staff give children lots of encouragement that helps to build their self-esteem and confidence. Children behave very well and show care for their peers.
- Children of all abilities make good progress given their starting points.

It is not yet outstanding because:

- Sometimes staff working with pre-school children do not successfully use what they know to challenge and extend children's learning even further.
- Children aged between two to three years are not always supported in making spontaneous and independent decisions about their play.
- Staff do not always make the most of the space accessible to pre-school children to enable them to build on their own play and ideas.

What the setting needs to do to improve further

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

- help staff in the pre-school room use what they know about children's learning more successfully to provide further challenge to help all children extend their learning
- increase opportunities for children in the two to three years age group that help them to be more independent and spontaneous in their choice of activities and resources
- review the organisation of accessible space in the pre-school areas to enable children to make independent choices about where they wish to play.

Inspection activities

- The inspectors observed the quality of teaching during activities offered indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors held a meeting with the manager of the provision and the operations manager of the organisation. They looked at relevant documentation, such as the improvement plan, self-evaluation and evidence of the staff working in the setting.
- The inspectors completed joint observations with the manager.
- The inspectors spoke to a selection of parents during the inspection and took account of their views as well as the written views provided by other parents.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Areas children have access to, both indoors and outdoors, are checked for hazards before use. Staff are well deployed so that children are continually supervised. Staff are trained in child protection procedures and have a secure knowledge of how to identify and address any concerns. They access training to enrich their own professional development. This has a positive impact on children's progression. Self-evaluation is realistic and includes the views of all to help develop the setting. There is an ongoing commitment to raising standards and ensuring children benefit from a consistently evolving nursery. Partnerships with parents are good. Parents go out of their way to speak highly of the setting. They are full of praise for the caring staff and approachable management team.

Quality of teaching, learning and assessment is good

Staff observe, assess and plan interesting experiences for children based on the next steps in their learning, overall. Children's language and communication skills are promoted well and staff engage all children in meaningful conversations. For example, when digging in the sand, two- and three-year-olds are asked to describe how the sand feels and what the rain is doing to the sand. Older children constantly talk with staff and describe what they are doing. Babies and toddlers love to listen to and move to music. Children use their imagination well. They stomp like dinosaurs and roar as they move around. They manipulate a range of materials to create their own artwork and use a range of construction items to build with. Babies love to hide under the blankets. They laugh and giggle out loud as staff find them.

Personal development, behaviour and welfare are good

Children's emotional well-being is given high priority. They benefit from good settling-in procedures which are based around their individual needs. As a result, children settle quickly and easily. Staff support children to learn how to keep themselves safe. Pre-school children are reminded to hold the bannister as they climb the stairs. Children enjoy a healthy diet. Staff talk to them about the foods they eat and the impact these have on their body. This helps to promote their understanding of what constitutes a healthy diet. Outdoor learning is generally well promoted. Children enjoy being outside in all weathers and enthusiastically and imaginatively make pancakes and chocolate cake in the mud kitchen.

Outcomes for children are good

Children develop the skills they need for their future learning effectively. They make good progress in their development and in readiness for school, including those children who receive funded education and those who have special educational needs and/or disabilities. Additional funding is used well to improve outcomes for individual children. Older children begin to recognise simple letters and numbers in their play.

Setting details

Unique reference number	220176
Local authority	Northamptonshire
Inspection number	1079640
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	120
Number of children on roll	86
Name of registered person	Caring Kindergartens Limited
Registered person unique reference number	RP522306
Date of previous inspection	21 November 2016
Telephone number	01933 225633

Caring Kindergartens registered in 2000 and is managed by Caring Kindergartens Ltd. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications between levels 2 and 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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