

# Caring Kindergartens

Arnex House, London Road, Daventry, Northamptonshire, NN11 4DS



<b>Inspection date</b>	12 March 2018
Previous inspection date	11 May 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the manager has worked well with the staff team to address the issues raised. Positive changes have been made to the way they monitor children's progress and to improve the way that staff's ongoing professional development is promoted.
- Teaching is good throughout the nursery. All staff are skilled in their interactions with children. This results in children being eager and excited to take part in the activities that are planned for them. Children thoroughly enjoy the staff's positive involvement in their play as they show enthusiasm and interest in what the children are doing.
- Children learn how to keep themselves safe. They are involved in risk assessment and are invited to check the outside play areas. They know about how to reduce the risk of cross-infection by washing their hands after touching the animals. Children enjoy practising emergency evacuation drills after reading books with staff that have the theme of fire safety.
- Parents are happy with the nursery. They comment on the effective communication about their child's care routines and activities they receive verbally and electronically each day. Parents are pleased with the progress their children make, particularly in relation to their confidence, social skills and speech development.

### It is not yet outstanding because:

- On occasion, staff do not give children time to think about what they want to say before moving on with conversations.
- Children have fewer opportunities to fully explore mathematics during their play.

## What the setting needs to do to improve further

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

- focus more precisely on giving children time to consider what they want to say in response to questions and conversations before moving on
- extend the opportunities for children to be curious and engaged in mathematics during their play.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager, two of the provider's representatives and with three members of staff. She looked at a range of documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with a small number of parents on the day and also took account of written feedback provided by parents.

### Inspector

Melanie Eastwell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of how to keep children safe and promote their welfare. They complete regular training to ensure their knowledge of procedures to follow in the event of concerns is up to date. Thorough risk assessments and effective staff deployment contribute to children's safety being maintained. Staff's ongoing professional development is effective. Regular observations of practice, supervision and appraisal support staff to identify their strengths and set themselves targets for continued improvement. The manager is committed to supporting the staff and they work very well together. Regular reflections of their activity with children results in positive changes being made that contribute to children's needs being well met. The staff team identifies well-targeted plans for the continued development of the nursery.

### Quality of teaching, learning and assessment is good

Children across all age groups attending the nursery benefit from the staff's effective teaching. Babies giggle with delight as staff play with them, rolling balls back and forth. Toddlers take part in experiments where they mix colours and make volcanoes. Pre-school children are keen to learn about letters of the alphabet and practise their writing. The staff involved with these activities demonstrate strong teaching skills. They successfully engage the children because the planning of activities is led by children's interests. Staff promote children's communication and developing literacy skills. They encourage them to be creative and curious during their play. Accurate observation, assessment and monitoring of individuals and different groups of children result in suitable plans being put in place to help those children who require additional support.

### Personal development, behaviour and welfare are good

Children clearly show that they feel safe and a sense of belonging in the nursery. They develop secure attachments to the staff, which results in them being confident to take part in all the interesting activities. Babies have their individual care routines well met because staff have detailed discussions with parents about sleep and weaning routines. Children approach the staff for comfort as they need it and staff respond warmly to their requests for cuddles. Older children make independent choices about what they do and gradually take on appropriate responsibilities, for example, choosing tasks to complete when it is time to tidy away. Children behave very well, they respond to the consistent and positive approach from the staff, who are sensitive to their specific needs.

### Outcomes for children are good

Children make good progress from their starting points. They are learning skills that help them to be well prepared for the next stage in their learning and for starting school. Children look out for their friends, share and work well together. They are supported to show respect and care for one another. Children are widening their experiences and awareness of the benefits of a healthy lifestyle across the different areas of learning.

## Setting details

<b>Unique reference number</b>	219934
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1099394
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Caring Kindergartens Limited
<b>Registered person unique reference number</b>	RP522306
<b>Date of previous inspection</b>	11 May 2017
<b>Telephone number</b>	01327 311191

Caring Kindergartens registered in 1999 and is managed by a limited company. The nursery employs 15 members of childcare staff. Of these, all hold early years qualifications between level 2 and 6, including one with qualified teacher status. 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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