

Inspection of Caring Kindergartens

Minerva Business Park, Lynch Wood, PETERBOROUGH PE2 6FT

Inspection date: 19 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery and demonstrate that they feel safe and secure. They develop trusting relationships with the staff and make friends. Staff supervise children well. They complete daily checks of all areas of the nursery to minimise potential hazards to children. Staff remind children how to stay safe and support them to take safe risks as they play. For example, younger children are encouraged to challenge their developing physical skills as they learn to balance and climb over wooden structures. Children are taught simple rules and boundaries, for example why they should not run or shout indoors. They receive praise for their efforts and achievements, which develops their self-esteem and motivates them to continue at their chosen task.

Children are actively encouraged to develop their independence and sense of responsibility. They independently access resources and are provided with a good range of varied activities in different rooms across the nursery. Younger children learn how to put on their aprons for art activities and older children successfully serve their own food at mealtimes. Children, including those who speak English as an additional language, are encouraged to develop their communication and language skills. They look at books for enjoyment and enjoy listening to stories. Children enjoy visiting places of interest around the local community. For example, older children delivered harvest produce to a local church.

What does the early years setting do well and what does it need to do better?

- The management team and staff have developed a strong team spirit. They regularly reflect on the overall effectiveness of the provision to support them to maintain standards. They demonstrate a strong desire to continue to improve.
- Staff observe children to understand what they know and can do. They involve themselves in the children's play, building on their natural curiosity and interests. For example, staff encourage the children to use their fingers to touch the frost and describe how it feels. Older children form recognisable letters in the frost and successfully link the correct sound to the associated letter.
- A welcoming and friendly atmosphere greets all children and their families. Children naturally seek reassurance from staff and quickly receive a caring cuddle if they are upset. This supports children's emotional well-being and confidence.
- All children are encouraged effectively to develop their communication and language skills. Staff working with the younger children introduce new words associated with their play. They consistently sing rhymes to the children throughout the day. Younger children smile and clap their hands as they eagerly anticipate familiar phrases within a song, such as 'bubble, bubble, pop'. Older children participate in games which support them to use language to describe

different objects to their friends.

- Staff ensure children's care is tailored to meet their individual needs. For example, children's dietary requirements and preferences are understood and adhered to across the nursery. Children enjoy mealtimes. They are developing good table manners and social skills. Younger children learn how to feed themselves.
- Staff develop effective partnerships with parents. They gather a good range of information about children's care needs and stage of development at the start of the placement. This supports children to settle and ensures continuity. Staff share regular information about the children's day and their progress. Parents are complimentary about the care and learning experiences provided. Many parents return to the nursery with younger siblings.
- On occasions, staff do not always build on what children know and can do, to help them achieve at the highest level.
- Children enjoy opportunities to play outside in the fresh air. However, staff working with the pre-school children do not always maximise opportunities to support the development and interests of children who prefer to play and learn outside.
- Supervision procedures are used to support and monitor staff practice. However, they are not fully effective in raising the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff are fully aware of their responsibilities to safeguard children. They demonstrate a secure understanding of the indicators of abuse and neglect, and are clear of the referral procedures. This supports children's well-being and safety. The management team and staff complete training in child protection to enhance their knowledge and skills. The provider implements secure recruitment procedures and demonstrates that suitability checks have been carried out on all adults and staff connected with the nursery. Induction is used effectively to support staff to understand their roles and responsibilities.

What does the setting need to do to improve?

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

- make better use of activities to provide even more challenge and consistently build on what children know and can do as they play
- enhance the use of the outdoor area to offer children who prefer to learn and play outside further play and learning opportunities
- enhance performance management arrangements to support all staff to raise the quality of their teaching to the highest level.

Setting details

Unique reference number	256754
Local authority	Cambridgeshire
Inspection number	10062039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	112
Number of children on roll	89
Name of registered person	Caring Kindergartens Limited
Registered person unique reference number	RP522306
Telephone number	01733 361111
Date of previous inspection	6 August 2015

Information about this early years setting

Caring Kindergartens registered in 1996. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. 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.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff at appropriate times during the day.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the head of childcare. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector considered the views of parents in discussions during the inspection and by viewing documents completed by them.

We carried out this inspection 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.

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