



Kiddi Caru Nursery

Inspection report for early years provision

Unique Reference Number	EY217012
Inspection date	14 September 2006
Inspector	Melanie Cullen
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Registered person	The Childcare Corporation 7plc
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kiddi Caru Nursery opened 2001. It is a privately owned day care provision managed by The Childcare Corporation PLC and operates from a two storey purpose built premises in the centre of Bedford. A maximum of 75 children attend the nursery at any one time. The nursery is open each weekday from 07:30 until 18:30, 51 weeks of the year. All children have access to secure enclosed outdoor play areas.

There are currently 87 children from birth to under five years on roll. Of these, 21 children receive funding for early education. Children come from the local area to attend the nursery. The nursery has systems in place to support children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 23 members of staff. Of these, 10 hold appropriate early years qualifications. The nursery receives support from a development worker from the local EYDCP and is a member of the National Day Nurseries Association. They are currently working towards the Quality Counts Programme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's continued good health is promoted because staff follow effective procedures to maintain hygiene in the nursery. For example, they clean tables with anti-bacterial spray before children sit down to eat and are swift when cleaning up after meals and messy activities. Effective nappy changing procedures are employed. Staff wear gloves, which are changed between children, and aprons. The changing mat is wiped down after each child, nappies are bagged and the bin is emptied twice each day. These procedures minimise the risk of cross-infection. Children are encouraged to be independent in the bathroom areas. They wash their hands and have access to liquid soap and paper hand towels. Children who have accidents are managed promptly and sensitively because staff have current first aid certificates and suitably stocked first aid kits are easily accessible throughout the nursery. Children's individual medical and dietary requirements are managed well. Parents sign permission before medication is administered. Staff ensure that records are signed and a witness is present when medication is given. Children's dietary needs are recorded in each nursery room and those who have allergies use red plates, bowls and cups to ensure clear identification. These children are supervised by an individual member of staff to ensure that no cross-contamination occurs.

Children enjoy freshly prepared, varied and nutritious meals and snacks which include freshly baked bread, fruit and salads. They sit together to eat, supervised by staff, which encourages the development of social skills. Children eat at their own pace. Babies and younger children are encouraged to try to feed themselves and explore their food with spoons and their fingers. Babies' milk-feeds are prepared by parents and are appropriately stored in the fridge. Hot water or electric bottle warmers are used to heat babies milk. Babies are held while being fed and enjoy comfort and eye contact with their key carer. Older children have their independence skills promoted. They serve themselves from food platters at lunchtime, choose when they have their snack and help to give out the cutlery at lunchtime. All children are offered regular drinks and older children independently access drinks of water from a cooler in the pre school room.

Children have daily opportunities to practise their physical skills. They make use of the nursery garden and enjoy running around, using bikes, ride-on toys and the fixed climbing equipment. Children's skills in climbing, steering, pedalling and negotiation of space are promoted. Their enjoyment is enhanced because staff become involved in their games. Fine skills such as threading and manipulation are practised within the nursery room. Children complete puzzles, cutting activities and construction that encourage hand eye co-ordination. Younger children have plenty of opportunities to explore their environment. They have fun with soft play cushions and tunnels. Babies physical skills are promoted, they begin to learn to manipulate and hold items using their hands and feet. They have cushions to crawl and roll around on.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children stay safe because there are sound measures in place regarding people having access to the building. Closed circuit cameras and an entry system are used to greet all parents and visitors who sign in and out of the building. The outside play area is fully enclosed and has areas of grass, pavement and safety surface of varying densities under the fixed play equipment. The setting is pleasant and welcoming to children and their parents. Information regarding child health, the nursery curriculum, forthcoming events, photographs and examples of children's work are displayed throughout. Children are provided with a range of play materials which are safe, suitable and offer appropriate challenge for their individual needs. Staff ensure they are kept busy and stimulated by rotating the play materials at intervals during the day. Children generally benefit from the range of equipment that is available. However, an evacuation cot used during emergencies and drills is unusable due to a broken wheel. Staff manage emergency evacuations generally effectively and use evacuation bags that contain necessary items for the children if the emergency means a delay in returning to the building. However, during an unplanned evacuation babies sit on the tarmac in the car park because staff cannot hold them all in their arms and some become distressed. Steps are being taken by the management team to repair the cot.

Children begin to learn about safety through appropriate risk and challenge. They are encouraged and supported by the staff to try new experiences while maintaining the balance between risk and safety. For example, they climb on the fixed equipment in the nursery garden and receive support from staff through verbal encouragement and reassuring facial expressions when they slide down the fire-fighters pole to the floor. Babies stay safe because staff record the regular checks they make while they are sleeping. Babies food intake and nappy changes are recorded and shared with parents. Babies bottles are stored and heated appropriately and all food and drinks are clearly labelled. Staff maintain a safe environment for all the children and ensure they are supervised during their play.

Children's welfare is protected because the staff understand the importance of reporting and recording all child protection concerns. They adhere to the company policy for passing concerns through the designated staff members and the manager, completing company documentation, passing on the information to the Local Safeguarding Children Board and maintaining confidentiality.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy attending. They are offered a range of activities that are interesting and fun. Children receive positive interaction from the staff who smile and laugh with them, promoting their development and self-confidence. However, ineffective deployment of staff during babies lunch time does not promote their enjoyment or ensure their individual needs are met. For example, one key carer has responsibility for feeding three babies due to the other child present having an allergy and therefore requires one to one supervision at meal times according to company policy. The other three children are all at different levels of development, two require feeding with a spoon and the other holds their own spoon and is able to use their fingers and

try to feed themselves. The positioning of chairs around the table does not allow one of the babies to see the key carer's face or make it easy for her to feed this child. One child becomes distressed because their food is not coming quickly enough and the third child sits passively waiting for their turn to be fed. All three children receive their meal, however they do not receive the most positive experience from lunchtime because of their individual levels of development and little eye contact from the key carer.

Children are praised and encouraged for their efforts and achievements. For example, young children and babies receive applause and smiles from staff during activities such as trying on animal hats, reading books and exploring items from treasure baskets. They manipulate items and explore the different textures with their hands, feet and mouths. They enjoy rolling around on cushions which promotes their physical development. Children enjoy singing and music, they have a balance of activities during the day and benefit from the daily routine which is flexible and takes account of children's needs. Children move on to the next room when it is felt appropriate for them as an individual by the key carer. For example, a child who is not yet walking is moved on to the next room because they are very confident physically and crawl across other babies to get to their chosen toys. Another child who is walking but is less confident stays in the smaller room to build on their self-assurance before moving on. Children benefit from the effective use and implementation of the 'Birth to three matters' framework which is used to plan and record younger children's activities and achievements. Each child's achievement record is well presented and contains regular observations and samples of their work. Children under three years have their development promoted because of the secure use of this framework which is appealing to parents.

Nursery Education

Children are interested and motivated to learn. They take part in their self-selected activities and they are engaged by the staff who encourage them to try new activities and to persist. For example, children work to complete puzzles and games on the computer. They generally concentrate on their chosen task because they enjoy it. Children mostly speak out in large and small group situations with confidence. They ask for support from staff as required and generally work well together. They know when it is nearly time to tidy away because staff give them a five minute warning. This gives them the opportunity to finish their activity. They begin to learn to manage their own feelings and are encouraged to use words rather than actions. They help each other to find their names at snack time, work together on the computer and show their friends where to find items in the room. They begin to understand others' feelings and say sorry, check friends are okay and give comfort to their friends. They are confident to choose and to help tidy away their own activities and begin to learn self-care. They try to put on their own shoes and dressing up clothes and select resources. Most are able to work independently. However, older children do not learn the reasons for maintaining good personal hygiene through the daily routine. They are supervised at all times in the bathroom areas, wash their hands before eating and after using the toilet and have access to soap and hands towels but the staff do not talk to the children about why these practices are important and beneficial to health.

Children are generally confident speakers. They ask questions of each other, staff and visitors. They generally interact well with each other and mostly join in with stories and songs which are familiar. They play complicated games with lots of speech and discussion on the rules and

who is to take on which role. Some children give definite instructions to others during role play and small world imaginative games. Children extend their vocabulary during play. They describe the textures of things. For example, with support from staff they use words such as cold, smooth, heavy and light to describe the pebbles used with the weighing scales. Children benefit from the visual displays of letters, shapes and labels around the room. They begin to recognise their names on their coat pegs, place mats and snack cards. Their self-esteem and confidence is promoted because their work is displayed on the walls. Children have access to a variety of books during the session. Some children can write their names and others form some letters correctly. They have opportunities to practise mark making during the session and can choose from a variety of pens, crayons, pencils, papers and other materials such as sticky paper notes and blue tack.

Children have opportunities to practise counting during the day. Staff use various methods such as counting the children, cups and toys. There are displays of numbers around the rooms. Most children are developing a sound knowledge of numbers. For example, a small group sitting with a member of staff at snack time look at the number display and are able to pick out the number of their age and random numbers from the line. Children experience the beginnings of calculation. For example, during activities staff share out items and say 'one for me and one for you, how many have we got?' They have access to calculators which some children use when supported by staff at the weighing scales. They tip pebbles from one basket to another and enter some numbers into the calculator then discuss the baskets balancing because they are heavier or lighter than the other side. They sort coloured animals into size, type and colour. Children use some mathematical language such as bigger, smaller, inside and outside. They pour with water and sand and begin to learn about capacity. They talk about shapes and have access to rulers. They enjoy songs such as 'Five Currant Buns'.

Children look at pictures of wild animals and make collage pictures representing the animal they like best. Children talk about and recall events from home and refer to their home, family and community. Children have contact with fish and giant land snails in the nursery. They help to take care of the animals and regularly look at them in the tanks. Children begin to learn about different countries and have participated in themes relating to various countries around the world. They have also had activities planned around their own local community and had a visit from a police car. Children have access to various books, play materials and dolls showing images from other parts of the world. Posters within the room show various languages and letter patterns. Children create models using boxes and tubes and paint them. They make a post box during the session and continue the activity when the paint is dry by writing letters to their friends and posting them. Children enjoy construction with various types of bricks, they use their imagination and describe what they intend to make. For example, people and aliens with the Popiods and houses with the bricks. Children have regular access to the computer, keyboards and telephones. Most are confident when using the computer programs and understand how to navigate around art packages and print off their pictures.

Children enjoy taking part in various activities where they can freely express themselves. They explore water, sand, paint, glue, play dough, bubble wrap and shells. They create pictures of buses using circles and squares and chose colours of powder paint, mix it themselves and apply it using rollers and paint brushes. Children enjoy music and regularly listen to music of various styles played during the session. They use musical instruments and are encouraged to dance

and move around. Children's work is displayed which promotes self-esteem and demonstrates that their efforts are valued. Children enjoy role play. In the home corner they use dressing up clothes and accessories and take on roles during imaginative games with their peers. For example, two children play with dolls house furniture and characters. They become engrossed in sorting out the furniture in the house and where the people are to sleep.

The quality of teaching and learning is satisfactory. There have been recent changes to the staff team. The key carers have some knowledge and understanding of the Foundation Stage and they receive support from a senior who works at another nursery and has experience of the Foundation Stage. However, the existing key carers knowledge and understanding requires ongoing support and development to ensure children continue to receive suitable learning experiences. Recruitment is currently underway to ensure a suitable person is employed to take on the senior role. Ongoing, daily observations of children participating in activities are kept which are evaluated and included in their individual files. Each child has a target set by the nursery manager which includes their next steps for learning. This is recorded on a sheet and is used by the nursery manager to inform planning. The observations are linked to the relevant area of learning and are recorded in the company's development and assessment files for each child. The key carers in the pre school room are to receive training on the planning systems from the manager in order for them to become involved in this process. Most key carers ask open ended questions of the children which promote and extend their learning. For example, What does it feel like? Children are set achievable tasks and receive praise and encouragement to try and to persist. They benefit from the way the room is organised because they can move around freely and begin to learn to keep items in the correct area. This organisation from staff ensures that children can easily help tidy away and self-select their activities. Children's next steps for learning are taken into account when the nursery manager records the future plans. This ensures that activities can be offered and prepared specifically for individual children. Staff manage the children effectively. They make time to listen and to talk to them on the child's level to ensure they understand what is required of them. Staff sit with children during activities, talking to them and generally extending the learning opportunities.

Helping children make a positive contribution

The provision is satisfactory.

Children in the nursery show a sense of belonging. They are confident to approach staff for support when needed and to access their chosen activities. Children are encouraged to try out new experiences and to select their own play materials from a suitable selection. They begin to learn to take responsibility and help to tidy toys away. All children are treated as individuals and with respect. They have access to resources that show positive images of diversity and reflect the local community. For example, posters, pictures, characters, puzzles, role play items and dressing up clothes. Some labels displayed in the nursery are written in various languages and texts. Children begin to learn to think of others. They show their friends where to find items in the room. Some children begin to show care and concern for each other, they say sorry to their friends and the staff take time to explain why certain actions or behaviour is unacceptable. Children generally behave well because they understand the daily routines and are secure about the boundaries that are in place for safety purposes. Staff talk to the children and remind them to be kind to each other and to share. The staff have a consistent approach

and use age appropriate strategies such as distraction, explanation and compromise to manage challenging behaviour according to company policy. Liaison with parents ensures this consistency is continued. The majority of children know the boundaries and are familiar with nursery routines which help them feel secure and have a sense of ownership. Children's spiritual, moral, social and cultural development is fostered because they begin to learn about and to celebrate diversity through planned topics and the positive role model from the staff.

The partnership with parents and carers is good. All the required information is gathered from parents to enable staff to give consistent, individual care to children. Parents have access to a range of information regarding child health, child development, nursery procedures, the curriculum and planning and children's activities. Staff work hard to build effective partnerships with parents and ensure they receive daily information about their child's progress. Younger children and babies have written diaries kept and older children's parents receive verbal feedback from the key carer when they collect their child. Parents are encouraged to be involved in setting goals for their child to achieve with the guidance of the key carer. Parents receive information and are asked to provide information on a questionnaire when their child starts and moves to a different room within the nursery. Parents give positive feedback about the nursery, saying they find the staff friendly and helpful, and receive sufficient information about their child's progress.

Organisation

The organisation is satisfactory.

Children generally benefit from the professional, organised approach from the management team and staff. Ratios are maintained and suitable contingency plans are in place in case of staff absences. However, there are occasional incidents when staff are not deployed effectively. The nursery is committed to providing children with individual care and experiences which are fun and promote development. The staff are positive and warm towards the children. They make time to listen to them, they are involved in the children's play and offer suggestions alongside allowing the children to lead the play. The environment is generally happy and productive.

Leadership and management is satisfactory. The management team has recently undergone some changes. However, the nursery manager is strong and knowledgeable. She finds the nursery administrator invaluable because she has time to monitor closely the activity in the nursery rooms. This ensures that staff can be given appropriate support and guidance and that company policies and procedures are adhered to. Staff receive induction and annual appraisals. The company has robust systems in place to ensure that all staff are suitable and that any complaints are managed effectively. Staff meetings are held each month to discuss issues and to plan further training offered by the company. The manager currently records the planning for the Foundation Stage and oversees the planning and assessment of all the children. The setting is committed to continuing the improvement made over the last few years. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting agreed to ensure that the organisation of the daily routines and resources is effective to ensure that the environment is suitably prepared with appropriate activities at all times and to maintain all the required documentation, which referred to the completion of attendance registers and accident and incident records. Staff make sure they organise themselves so they have time to set up the planned activities for the children following outside play and mealtimes. Children's and staff's attendance is recorded appropriately when they arrive, depart or make visits to other rooms in the nursery. Company forms are completed when any accidents or incidents occur which are passed to the nursery manager as soon as they are completed. The records include details of how the child was managed and any treatment given at the time. The action taken on these issues have improved the safety, care and experiences of the children while at the nursery.

At the last nursery education inspection the setting agreed to identify and monitor target areas for children's next steps in learning within the planning. The nursery manager includes each child's identified next steps which are recorded within the planning that ensures all children are provided with appropriate learning experiences which extend their development.

Complaints since the last inspection

Since April 1 2004, there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. The complaint related to National Standards 2: Organisation, 6: Safety and 12: Partnership with parents and carers. Concerns were raised regarding ratios, safety and information shared with parents. An unannounced investigation visit was carried out by Ofsted and inspectors found evidence that National Standards 2, 6 and 12 were not being met. Three actions were raised in relation to these Standards. To ensure that staff and child registers are accurate and up to date. To ensure that proper precautions are taken to prevent accidents and to ensure that information exchanged with parents and carers is accurate. One further action was raised during the visit relating to Standard 7: Health, to ensure all staff are informed of the importance of good hygiene practice to prevent the spread of infection. A satisfactory response to the actions was received and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that staff are effectively deployed so that babies receive adequate attention during meal times
- make sure that the equipment available to evacuate babies during emergencies or routine drills is in working order.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make sure that children learn about the reasons for maintaining good personal hygiene through the daily routine
- continue to develop staff's knowledge and understanding of the Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk