

# Kiddi Caru Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346353
<b>Inspection date</b>	22 May 2007
<b>Inspector</b>	Janet Butlin
<b>Setting Address</b>	Ashleigh Way, Langage Business Park, Plympton, Plymouth, Devon, PL7 5JX
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<b>Registered person</b>	The Childcare Corporation
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kiddi Caru Nursery belongs to the chain of nurseries owned and managed by The Childcare Corporation, based in Hampshire. It has been operating under the current registration since January 2007, but has been running on this site since 2004. The setting is registered to care for up to 100 children under the age of eight years. There are currently 170 children enrolled, 45 of whom are in receipt of early years funding. The setting supports children who have learning difficulties and/or disabilities and children who have English as an additional language. The setting operates from two storey, purpose built accommodation on a business park in Plympton, Devon. The setting has enclosed, outside play space. A staff of 36 support the provision, 32 of whom are qualified to NVQ level 3 or equivalent. The setting receives the support of the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Extremely well presented daily outdoor play sessions have purpose and help children to develop their physical skills. They stretch, sway and move in a variety of ways, showing a good awareness of space. They also practice their aim and co-ordination as they throw and catch balls. They particularly enjoy playing a 'jumping beans' game where they pretend to be all sorts of different beans. Young children learn healthy postures as they practice age appropriate yoga exercises. Children enjoy the health giving properties of fresh air every day and are protected from the harmful effects of the sun by the judicious application of sun cream and the wearing of protective hats.

Children learn about keeping healthy and always wash their hands before they have snacks or meals. Staff are vigilant about ensuring that children remember to do this, and also follow scrupulous hygiene themselves; for example, before they prepare the children's breakfasts. Nappy changing procedures are completed following excellent attention to cleanliness and hygiene. The nappy changing areas are pristine. Staff ensure that children are protected from infection during their outdoor play; for example, helping them to understand that creatures may carry germs. Children are protected from cross infection as they use paper towels when drying their hands. The nursery has a secure and effective procedure to follow in the event of an outbreak of an infectious disease; for example, notifying the relevant authorities and undertaking thorough sterilisation. Children are exceedingly well cared for in the event of becoming ill whilst in the setting or having an accident. Staff are all trained in first aid and all necessary consents have been obtained for the seeking of emergency advice or treatment. There are excellent systems in place to record any accidents or the administering of medication.

Children enjoy very healthy snacks and nutritious meals which are prepared on the premises. The varied menu is healthy and well balanced, and includes all essential food groups. Children enjoy serving themselves, using tongs for hygiene, and have a plentiful supply of fresh fruit throughout the day. They are encouraged to have frequent drinks, particularly when they have been playing active games, and this ensures they remain well hydrated.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children play in a bright, welcoming, fresh and fragrant environment. They are cared for in small, family sized groupings in rooms which are very well organised to provide a homely, comfortable and safe place to be. Young children benefit from domestic style furniture where, as they grow, they can safely pull themselves to standing. All children access a superb range of toys safely. They choose their toys and games easily, all of which are clean and in very good condition. They are set out in the childcare rooms so that they are ready for use as soon as the children arrive in the nursery. Children access toilet facilities easily and safely as they are adjacent to the rooms in which they are being cared for. These facilities include low level basins where children can wash their hands easily and learn independence. Children benefit from very well maintained, secure outside play space where they have ample room for expansive games.

Children are kept safe in the setting as there is a highly effective double locking, keypad entry system. Staff ensure that they greet parents on arrival and monitor access to the provision rigorously. Highly effective systems ensure that visitors to the setting do not gain access

unchallenged or checked. An accurate and prompt record is kept of the attendance of staff, children and visitors and therefore it is always possible to tell who is on the premises; for example, in the event of an emergency. These attendance records follow the children around the nursery so that staff are secure in the knowledge of who is in their care. Children are confident in the emergency evacuation routine as they practise it regularly, this helps them to understand about the importance of keeping themselves safe.

Children's safety is further supported by the staff's thorough understanding of the child protection procedure. Comprehensive policies provide helpful guidance in this area.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the setting. They arrive happily and very quickly settle to play with their friends and the welcoming staff. Very young babies are held lovingly and in very natural situations, such as on a settee, whilst being bottle fed. They develop their early mobility in a situation that is as close to a domestic environment as possible. They become skilful communicators as they smile at each other, wriggling and jiggling along in time to the music. They become competent learners as they work out how to make a toy produce music. They watch enthralled as their cars go down tracks and exclaim with pride when they have created tall towers of bricks. Well placed mirrors help babies to develop a sense of self. Children eagerly explore the activities and staff help them to extend and develop their play. Overall, good records are kept of children's stages of development and most have targets for the future. Staff have a good understanding of the Birth to three matters framework and use it effectively to inform their planning and assessments. A particular strength of the setting is the way in which children's individual needs are recognised and responded to; for example when they are moving up to the next age grouping. Whilst ensuring that activities are age-appropriate and stimulating, children are enabled to play in the environment that makes them feel happy and secure. Staff ensure that all necessary documentation, as well as their personal items, are easily accessible wherever they are in the nursery.

### **Nursery Education.**

The quality of teaching and learning is good. Children are making good progress toward the early learning goals, but it is not clear, from records kept, whether some children could not be making even better progress. Children are supported in their learning by staff who have a secure knowledge of the Foundation stage. Staff make excellent use of opportunities to encourage children's development; for example helping a group of children to discuss the potential of a game outside. They also seize the opportunity to extend learning from surprise discoveries, such as an injured bird. However, a lack of focus on the timing and pace of the sessions means that some children become a little restless as they wait for the next activity to be prepared. Frequent observations are made on children's engagement with specific activities and the group is developing an effective system to link this knowledge into planning to meet children's individual needs. Whilst some children have frequent targets set for their individual progression, this is not consistently applied for all children. Plans show that a broad range of activities are provided over time which cover all the areas of learning. Children have good dispositions to learning and greet their friends warmly when they arrive. They join in whole group games eagerly and are free to make choices if they wish to play independently; for example, joining in the group role-play on board the ship or develop their own role-play alongside. They sustain concentration and demonstrate high levels of independence; for example at snack times when they pour drinks and prepare their own food. Children are lively communicators as they share

their news and they use language to work things out; for example why aeroplanes have wings. Some children recognise the initial letters of their names and staff support children in their exploration of letter sounds. Children make copious notes in their role-play and some attempt to write their own names. Children develop their mathematical understanding in their free play. They add together groups of objects, including adding on the number of extra children when new arrivals join their group. Children use technology very competently; for example, operating the computers. They select various vessels to explore floating and sinking and examine the behaviour of magnets and magnifying glasses. Children develop their small muscles effectively by manipulating dough, mastering the use of tongs and completing puzzles. They understand the changes that happen to their bodies when they become warm, as they all take off their coats. Children enjoy being creative as they develop role-play, explore the texture of paint and are fascinated by water which has had coloured gel added to it.

### **Helping children make a positive contribution**

The provision is good.

Children are confident, secure and happy. They concentrate for substantial amounts of time; for example, examining shells through magnifying glasses. They are polite and well behaved. They benefit from staff's skilful behaviour management; for example listening carefully to a calm, quiet explanation of why it is important to share or not to push. Children learn about the wider world by playing with resources that have positive images of cultural diversity. Children also develop a secure sense of self as all languages they use are respected, and occasionally displayed, in the nursery. They show care and concern for living creatures; for example an injured bird, and glow with pride when they have produced a painting or a model. Spiritual, moral, social and cultural development is fostered.

Children's individual needs are known and respected. Particularly good emphasis is given to ensuring that children who require specific diets have food that looks the same as that of the other children. Also, although plates are securely colour coded to ensure that allergens are not transmitted, these plates do not stand out as being obviously different amongst the other multi-coloured tableware. A highly rigorous procedure is followed to ensure that children with allergies do not come into contact with substances that may irritate or harm them. Children who have special needs receive good support as staff are experienced in working closely with parents and local supporting agencies.

Children are cared for in accordance with their parents' wishes. Continuity of care is ensured as young children take home a daily diary and frequent discussions take place which ensure that staff and parents are securely up to date with children's needs and development. Parents provide permission for individual medication and the setting ensures that they are contacted immediately if needed. With regard to the nursery education, partnership with parents is good. The plans for the forthcoming activities are clearly displayed on the wall outside the foundation stage units and assessment files are available to view and are generally up to date. The setting provides regular and frequent opportunities for parents to be involved in their child's education and care; for example, by attending open days and garden parties. There are secure systems in place to inform parents of all regulatory procedures, some of which are very prominently displayed.

## **Organisation**

The organisation is good.

Children play in a very well organised environment which is well set out and provides a stimulating and secure place to be. They are looked after by enthusiastic, caring and conscientious staff who clearly enjoy their work with children. A good range of activities are provided which help children to grow and develop and children show obvious affection for, and trust in, their carers. All who work with the children are suitable to do so and a secure induction process ensures that staff are confident in the setting's policies and procedures. Staff receive regular appraisals and are supported in their professional development. The setting meets the needs of the range of children for whom it provides. All regulatory documentation and policies are in place and all records are safely stored. Staff in the setting are conscientiously supported by the secure management structure of the organisation.

Leadership and management of the nursery education provision is good. Regular monitoring ensures that the provision is continuing to be effective, this is by undertaking spot checks and observations. The nursery education staff have an accurately identified development plan to improve consistency across the two rooms and this is awaiting implementation. The setting benefits from the advice and guidance of local early years professionals. The overall management group have a plan to provide in-house training to support staff's understanding of forthcoming educational developments and this will further enhance children's learning.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider, or Ofsted, to take any action in order to meet the National Standards.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **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 assessment records are up to date for all children (also applies to nursery education)

## **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):

- develop the implementation of the planning across all units to make it clearer how individual children are to be supported and give increased regard to timing and pace of sessions to ensure children remain focussed and engaged.

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