

Kiddiecare Nursery

Inspection report for early years provision

Unique reference number EY383150
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Inspector Julie Biddle

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kiddiecare Nursery is one of three nurseries owned by Kiddiecare Nurseries Limited. It opened in 2008 and operates from two rooms within Northolt Methodist Church, Northolt, in the London Borough of Ealing. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 09:00 to 15:00 term time only.

Children have access to a secure enclosed outdoor play area.

There are currently seven children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs four staff including the manager and over half hold appropriate early years qualifications.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a warm, welcoming and caring environment where they are treated and valued as individuals. There are effective systems in place for monitoring and evaluating practice and the manager has a vision for the future. The setting has in place, detailed observation and assessment procedures to monitor and further develop children's learning and development. The nursery fosters close working relationships with other providers which has a positive impact on the quality of care and education offered.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the system to ensure that all parents are provided with information on how they may further extend children's learning at home.

The leadership and management of the early years provision

The staff team have a good understanding of the Early Years Foundation Stage (EYFS) and use their knowledge to plan exciting, challenging activities for the children. Staff's knowledge of each individual child allows them to incorporate children's interests and ideas into daily plans. Staff ensure all children are valued within the setting and are committed to providing a welcoming and inclusive provision which meets the welfare and learning needs of all children who attend.

The manager and staff are beginning to develop their self-evaluation process and have clearly identified strengths, weaknesses and areas for improvement. In addition, there are systems in place to identify staff training needs, thus ensuring staff remain up to date and motivated in work.

Children are cared for in a safe and secure environment. For example, staff are well deployed and carry out risk assessments which successfully minimise children's risk of accidental injury. They continually supervise children's play, being particularly vigilant when they play outside in the garden. In addition, staff have a good understanding of the safeguarding policy and know what action to proceed with if they were concerned about a child.

All required documentation, records, policies and procedures are in place and are effectively shared with parents. In the nursery entrance is a parents' notice board where they are able to view information about the nursery, newsletters and photographs of staff. The setting welcomes suggestions from parents and carers and they use questionnaires to obtain any comments about how the service can be improved. Completed questionnaires are very positive expressing how happy parents are with the provision. Parents receive daily feedback of the days events however, parents are not always informed about how they can continue to develop their child's learning at home to promote consistency in their learning. Staff have developed effective interaction with other providers ensuring children's care and learning is consistent and complimentary.

The quality and standards of the early years provision

Children are happy, confident and well settled in the nursery's calm and relaxed environment. Staff work effectively as a team they enjoy their work and are committed to promoting children's learning and development, ensuring they are safe, and helping them relish their time at the nursery.

Staff have developed effective systems to identify children's starting points. Planning is directly linked to observations and children's own interests thus assisting staff to support children. Clear observations help to identify the next steps in the children's learning and ensures children are actively engaged whilst in the setting.

The organisation of the resources enables children to make choices in their play, which increases their independence and confidence. In addition low level photographs of the local community and the children at play enhance the environment.

Children often initiate their play in a creative way, for example, as they play in the role play area. They have a wonderful time as they pretend to cook with real food and spices, dress up in clippy, clippy shoes and have such fun as they wash up wearing rubber gloves.

Children learn about keeping healthy through making healthy choices at snack time, such a fresh fruit and water to drink. In addition they have wonderful opportunities to explore their environment outdoors both in the nursery, garden and in the local nature reserve. On a trip to the nature reserve, staff and children discuss the creatures that may live in the lake and how high the hills are. Children

enjoy further opportunities for outdoor and physical play in the nursery garden as they plant seeds and use the large play equipment.

Children enthusiastically join in with songs, and eagerly anticipate what happens next in favourite stories. They also enjoy selecting books to look at by themselves. Consequently, they are learning how to handle books and the pleasure of reading them.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration here have been no complaints made to Ofsted that required the provider or Ofsted to take any action

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.