

Kiddi Caru Day Nursery

Inspection report for early years provision

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Inspector Sheila Dawn Flounders

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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 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).

Description of the setting

Kiddi Caru Day Nursery opened in 2004 and is one of 20 nurseries run by The Childcare Corporation Group. It operates from eight rooms in a purpose built, two-storey building. Children have access to an enclosed outdoor play area. The nursery is situated on the Grange Park residential estate on the outskirts of Northampton close to Junction 15 of the M1. It is open each weekday from 07.30 to 18.30 for 51 weeks of the year. Children attend on a full-time or sessional basis with the session changeover at 13.00.

The nursery is registered on the Early Years Register only. A maximum of 118 children may attend the nursery at any one time. There are currently 149 children aged from birth to under five years on roll, including those with funded education places. The nursery currently supports a number of children with learning difficulties and/or disabilities and those with English as an additional language.

There are 30 members of staff, 21 of whom hold early years qualifications to Level 3 equivalent. The nursery is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the provision is good. All of the staff know the children and their families well. Their effective practice, such as careful attention to medical needs and well organised handovers when children move rooms, ensure children's welfare needs are met. Inclusive practice is very evident, with staff providing activities and resources that are accessible to all, and supported well by the knowledge and skills of the senior staff. Management are focused on providing quality care and education, in partnerships with parents and others, and thus ensure that resources, staffing and the premises are of a high standard. As a result a wide range of activities and experience are available enabling children to make good progress in their learning and development. Evidence is available of recent improvements to the provision and effective plans for the future demonstrate that there is an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop relationships with other settings children attend, so that information is shared to provide continuity and coherence.

The leadership and management of the early years provision

Management ensure that all the requirements of the Early Years Foundation Stage (EYFS) are in place, supported by necessary policies and procedures. Documentation is generally very detailed and up-to-date and easily accessible in

each room. The nursery is very well-organised, with consistency between the various rooms aiding staff when they are in other areas, and systems such as the entry intercom, ensure that levels of supervision for children remain high at all times. Within each room staff generally make good use of their time and the resources available. Detailed risk assessments throughout help minimize or eliminate identified hazards, and daily checks ensure necessary measures are in place. Thorough recruitment, vetting and induction procedures help to protect children, including a detailed assessment of staff's understanding of safeguarding children. As a result staff are confident about what would cause them concern, what action to take and the need for confidentiality. The whole premises is very secure, with frequent reminders given to parents about arrivals and departures, and cameras and passwords used for additional protection when unfamiliar adults arrive to collect children.

The nursery's self-evaluation is obviously ongoing, very thorough, and demonstrates involvement from staff and parents and accurately portrays the settings many strengths and areas they are working to improve. Managers provide regular opportunities for staff to share their opinions of policies and procedures, thus helping them to understand what these involve. Management spend time in each room, which enhances their view of the provision obtained through meetings and staff appraisals. As a result they understand the current status of the nursery and are able to target recent and future improvement to benefit the children. Parental feedback is welcomed and has resulted in some changes to practice. Parents are made to feel comfortable in the nursery, with care taken by key staff to obtain full details of their child's routines from them when they first attend. Documentation is updated to ensure information is current and parents have daily access to information about their child's activities, recently enhanced with the use of a digital photo display. Opportunities are provided for parents to see their child's assessment records and discuss their progress with staff, both formally and informally if necessary. Parents have access to planning for their child's room, to all nursery policies and procedures and are given some ideas of activities to continue at home.

The quality and standards of the early years provision

Children all access an age-appropriate, child-centred learning environment which provides opportunities to follow their own interests, with staff support available when needed, due to high ratios. Low-level storage and easily moveable resources promote early independence and self-selection. In baby rooms many activities take place on the floor, or low tables which encourages children to explore what is available, practising their emerging physical skills at the same time. They enjoy stories, sitting comfortably with staff, or begin to enact what they see around them in simple role play in the home corner. As the children grow and develop more challenging activities are provided. Sand is a particular favourite, several children gather around, using spoons and scoops to fill containers, with staff close at hand to supervise. They encourage less confident walkers to stand at the trough, ensuring they can join in and during soft play support those who are less confident. When children move upstairs they have more opportunities to choose the activities, while staff still ensure that all areas of learning are offered and track

individual children's records to check their participation. Resources now include smaller pieces which children use to build specific items such as cars and their mark making skills develop to writing their names. Numbers begin to have meaning and within an environment with lots of visual numerals they learn to recognise and understand what individual digits are. They have good access to Information Communication Technology resources, and confidently use cameras to record their activities. All of the children obviously enjoy learning and benefit from their experiences and the quality of their interaction with staff, who in turn are motivated by the excitement and interest of the children. Children are generally confident, increasingly articulate, and at times very curious. Assessment records clearly evidence their good progress and staff ensure these are updated regularly from their observations. The nursery is still developing its liaison with other settings some children attend and have not yet shared any information from their assessments, although this is well established with local schools.

Promoting children's welfare is a priority for the nursery. Safety is paramount with staff ensuring children only access equipment and resources which are safe, age-appropriate and in good condition. Regular fire drills and reminders of the rules within the setting help the children develop an understanding of keeping themselves safe. Children's behaviour is very good as staff explain what is going to happen in advance, they are familiar with the basic routines in each room and they are praised and encouraged when they do things well. This emphasis on promoting positives means incidents are few, and often related to developmental stages, but staff are confident and consistent about how to handle these. Children are learning to share, take turns and be considerate of others, skills they will need in the future. Children adopt healthy lifestyles through excellent access to outdoor play and the provision of a varied diet. From a young age children are encouraged to feed themselves and have independent access to drinks, which keeps them well hydrated, with the older children beginning to serve their own meals. Staff remain vigilant about special dietary needs, reflected in the 'critical medication' bags taken whenever they leave the premises. Outdoor play is used daily by all, with separate areas for the younger children and safety surface fitted in the section used by mobile babies. Ample resources allow several groups to be out at once and plans for more challenging physical activities for the older children are being considered. Personal hygiene is generally well promoted throughout the nursery, with children supported towards increasing independence. Particular attention is given to following babies individual routines for feeding and sleeping, with a gradual change over to sleeping after lunch on low beds, although the possibility of a nap is still available at three-years-old if needed.

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.	1

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?	1
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?	1
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

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