

Kiddi Caru Nursery

Inspection report for early years provision

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Inspector Lynn Denise Smith

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Kiddi Caru Day Nursery is privately owned and managed and is one of 20 nurseries run by The Childcare Corporation. It opened in 2006 and operates from a purpose built nursery in Writtle on the outskirts of Chelmsford. A ramp to the hall entrance means that the premises are easily accessible. A secure, enclosed outdoor area is used for outdoor play activities. A maximum of 99 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 7.30am to 6.00pm throughout the year.

There are currently 158 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local and surrounding areas and a number also attend a childminder, early years unit of the local primary school or pre-school. There are 22 members of staff, including the manager of the early years provision. Nineteen staff hold other appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This setting meets children's welfare, learning and development needs to a very high standard. Staff have excellent knowledge of the children in their care and follow their individual learning paths to help them make progress across all six areas of learning. Their welfare needs are effectively met through clear and robust procedures. The provision has clear plans for the future and continually reviews and evaluates all aspects of the setting to identify any areas in which they can improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing opportunities to work in partnership with other providers delivering the EYFS to ensure progression and continuity and the aid transition to school.

The effectiveness of leadership and management of the early years provision

Children are cared for within the setting by a caring and stable group of staff. The current management and staff structure has been developed and fine tuned over the past couple of years to provide an effective and well-run group of adults who clearly understand their roles and responsibilities within the provision. Children are very effectively safeguarded as staff demonstrate extensive knowledge about protecting children and providing a safe and secure environment. The premises and outdoor areas are thoroughly risk assessed on a daily basis to ensure that

children are safe and policies regarding health and safety are followed consistently throughout the nursery to a very high standard. All adults working with children are recruited and checked through the company's robust recruitment procedures. Evidence of their clearance is held on file.

The leaders and managers of this setting effectively drive ambition and improvement through their positive role modelling and enthusiasm for high standards. Staff are extremely well-supported and provided with time to complete all relevant tasks relating to their role. Training is given high priority, which enthuses staff and makes them feel valued and respected. The whole setting is actively involved in the self-evaluation process and the process has been used to effectively identify areas of weaknesses which the team have addressed through action plans and team meetings.

Resources are extremely well-deployed throughout this setting, which enables children of all ages to make informed choices over their play and learning. Adult-to-child ratios are high which enables children to feel supported and helps them to make progress in their learning. All children are treated with equal concern and their individual needs are superbly identified and met through the setting's inclusion and equality practices.

Parents are encouraged to play an active role in their children's learning by attending regular open evenings and sharing daily discussions with staff about what their children have been doing. They are provided with clear displays and information about the Early Years Foundation Stage and how their children progress through this. Parental feedback obtained during the inspection positively compliments the setting on providing a professional but caring childcare facility, which enables them to feel secure that their children are safe and being well-cared for. Partnerships within the wider remit are good. The setting works effectively with local pre-schools and childminders who share the care of children attending the nursery. They hold regular meetings to discuss the children's progress and childminder's are encouraged to attend open evenings with the children's parents. Links with local schools are beginning to be developed and staff are developing systems which will aid a smoother transition for children moving from the nursery to school.

The quality and standards of the early years provision and outcomes for children

The provision for children's welfare, learning and development within this setting is outstanding. Staff demonstrate a superb knowledge of the children in their care and enthusiastically follow their individual interests in order to promote fun and active learning. Children enjoy making choices over their play and learning throughout the age groups. For example, babies and toddlers freely access toys and play materials from well-organised, low-level shelving and storage containers, enabling them to develop independence skills at a very young age. Older children enjoy having the opportunity to move confidently indoors and outdoors, accessing a full range of exciting and stimulating activities available to them. Children form very good relationships with their key person and with their peers, developing

friendships and extending their social skills.

Children have excellent opportunities to make good progress in all six areas of learning as staff facilitate their learning by providing an exciting range of materials. For example, they choose containers of paint from the craft resources and mix them together until they create a colour they are happy with; through this exercise they are knowledgeable about which primary colours are required if they want to make brown paint. They freely access science equipment, such as, the 'x-ray board' which allows them to explore the bones or inner structures of a range of items. Staff are resourceful and are confidently guided by children's individual interests, or example, children who are fond of football but struggle with forming relationships are encouraged to create a table football game with a group of other children. This enables them to enjoy a fun activity whilst developing some problem solving and reasoning skills, expanding their social interactions, making decisions over teams and terms of the game and overcoming challenges such as how to make the goals. A clear systematic process for observing and recording children's progress is in place and provides staff with accurate knowledge about each of the children in their key worker groups. Children are set tasks for each month and key persons ensure that they are provided with the materials to achieve these tasks. Overall planning ensures that children are provided with a balanced range of free-play and adult-led activities.

Children are, and feel, very safe within this provision, as staff follow robust procedures for ensuring the environment is clean, well-organised, safe and secure. Outdoor areas are checked before children use them and children are encouraged to inform staff if they see anything which could be dangerous. Children participate in an excellent range of trips and outings in the local area, for example, they visit some horses in a nearby field, they walk to the local duck pond and they go to the shops. Staff carry out thorough risk assessments to each new adventure prior to taking children, which includes pushing the large 'children's bus' along the route to ensure that it is suitable for the six seated pushchair. Children adopt extremely positive attitudes towards keeping healthy as they enter into lively discussions with staff. They chat confidently about vitamins and protein during meal times, demonstrating that they are knowledgeable about foods that are good for them. They drink plenty of fresh drinking water as they freely access water from containers within each room. Children enjoy being fit and active as they enthusiastically play in the nursery garden. They have excellent opportunities to move between the indoor classroom and the outdoor classroom throughout the day, throughout the seasons.

Children are very well-behaved and understand the setting's rules and boundaries. They enjoy each other's company and learn about taking turns and sharing as staff guide them to consider each other's feelings. Children have superb opportunities to develop knowledge and understanding about other people's cultures and beliefs as they celebrate a range of festivals and use reference books to extend their learning. Children actively participate in an exciting range of activities which enable them to develop skills for the future. They are provided with good mark-making opportunities and older children are forming clear recognisable letters and writing their own names. They develop an understanding about money and purchasing as

they enthusiastically play in the shop and post office role play areas. They negotiate roles within games and share responsibilities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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