



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY217012

DfES Number: 537029

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Paula Durrant

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kiddi Caru Nursery
Setting Address 7 Holme Street
Bedford
Bedfordshire
MK42 9AU

REGISTERED PROVIDER DETAILS

Name The Childcare Corporation 4 Plc 04125844

ORGANISATION DETAILS

Name The Childcare Corporation 4 Plc
Address The Childcare Corporation
Worthy House, 14 Winchester Road
Basingstoke
Hampshire
RG21 8UQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kidi Caru Day Nursery opened in November 2001. It is a privately owned day care provision managed by The Childcare Corporation. The group operate from a two storey purpose built premises, located adjacent to a residential development, in the centre of Bedford. The premises comprises of 7 rooms where children are grouped in defined ages. Older children upstairs and younger children on the ground floor.

There is are two secure outside play areas to the rear of the property.

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.

There are currently 88 children from nought to five years on roll. 18 of these receive funding for nursery education. Children from the local area attend the nursery. The nursery has systems in place to support children with special needs, and also supports children who speak English as an additional language, although there are currently none in attendance.

23 staff work at the nursery. 16 of the staff have early years qualifications to level 2 or 3. 3 staff members are working towards a recognised early years qualification. 7 remain unqualified, 3 of whom are lunch cover assistants. Staff receive support from an early years advisory teacher. The group are also members of the NDNA. They are currently working towards the 'Quality Counts' Programme an evaluative scheme.

How good is the Day Care?

Kidi Caru Day Nursery provides satisfactory care overall for children.

The nursery has thorough written operational procedures, however significant changes to the management structure in addition to absences of core staff impacts on some areas of organisation within the setting. Both the manager and deputy are recent recruits. The nursery have their own supply list and use regular staff to

ensure continuity of care for the children. Continued changes however, has affected team dynamics and staff do not always work well as a team. The new management team is beginning to implement identified changes, although overall monitoring of the provision is yet to become effective.

The nursery has vigorous Health and Safety procedures. Senior staff monitor the security, safety and welfare of the children on the premises. Accidental injuries are notified to management. Records are monitored and link to risk assessment reviews, although this has not been consistently applied since the departure of the previous manager. The nursery have an exceptional food programme which supports children's individual dietary needs well. The nursery welcomes all children. There are systems in place to support children with additional needs.

Most staff provide a range of developmental activities to support and extend learning. However, poor preparation and organisation in the older age groups, especially at the beginning and end of the sessions impedes on children's spontaneity of play resulting in poor behaviour by some of the children. Staff oversee rather than interact with the children whilst welcoming parents and children. For example, at breakfast time children wander aimlessly as there are few activities available to engage interest. Children know the daily routine well. They listen attentively to the direction of adults.

The nursery has satisfactory relationships with parents. There are good systems in place to support the exchange of information.

What has improved since the last inspection?

This is the first inspection of the nursery.

What is being done well?

- The nursery have tightened their procedural systems for Health & Safety. A dedicated external company specialising in this aspect of work supports the provision. In-depth risk assessment are carried out regularly. The nursery also have access to the company for adhoc guidance as and when required. Children are cared for in an extremely safe environment where strong emphasis is given to the well being of the child.
- The nursery promote a varied and nutritional dietary programme. The nursery have support from an external catering company who monitor food provision. All meals are freshly prepared each day. Careful consideration is given to children's individual needs with an alternative menu offered. Staff are extremely vigilant in ensuring children receive the correct meal. Effective systems support this procedure.
- Children have a clear understanding of the boundaries and expectations of adults. Adults firmly nurture and support children in developing an awareness of right and wrong, in addition to encouraging social graces. Consistent practice is applied throughout the setting. Staff have a good understanding of operational procedures and follow them accordingly.

What needs to be improved?

- the monitoring by management of procedural systems and practice implemented by staff
- the deployment of staff to ensure effective team working in addition to compliance of adult to child ratios
- the preparation and organisation of the environment prior to children's arrival
- the use of the daily routine to support children in accessing sufficient play materials at all times
- the maintenance of documentation in line with registration requirements

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	Ensure that management and staff have the appropriate experience, skills and abilities to complete their roles effectively.	22/10/2004
2	Demonstrate how you will organise staff within the provision, to ensure compliance to ratios at all times, enabling effective team working, in addition to supporting the requirement for consistency of care with a key person.	22/10/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that resources and daily routines are organised effectively so that the environment is suitably prepared and activities are readily accessible for the older children at all times.

14	Ensure that all required documentation under your registration is suitably maintained, this refers to registers and the recording of accidental injuries/incidents.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Kidi Caru Day Nursery, Bedford, is unacceptable. Overall, children are making poor progress towards the early learning goals.

Staff provide some worthwhile play opportunities but the overall quality of teaching is poor. Staff do not use effective questioning to encourage children to become independent learners and many activities are over directed. Inexperienced staff lack effective role models to underpin their personal development. Staff have an insecure knowledge and understanding of the Foundation Stage and do not understand how to plan an educational programme to support progress in learning. Plans do not give appropriate coverage to ensure a balance across the curriculum. They do not correctly identify what children are to learn from an activity or support staff to promote the learning of all children. Activities are not always well organised or prepared in advance and staff do not arrange daily routines to further children's learning. Whole group teaching is not used effectively and many activities do not sustain children's interest.

Assessment of children's learning is minimal, therefore staff cannot use this information to inform planning and set future targets. Staff do not adapt activities to provide sufficient challenge for more able children or to meet the needs of less able children. Staff do not always know how to manage challenging behaviour and the needs of some children are not being met.

Leadership and management is poor. The company have clear policies to guide staff. Recent changes and pressures on the management team mean that systems for monitoring and evaluating the provision are currently ineffective.

The partnership with parents and carers has significant weaknesses. Parents are given some information about the provision but do not receive enough educational information about their child's progress in learning.

What is being done well?

- Children are beginning to develop some independence through pouring their own drinks and choosing their own activities.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage and the Early Learning goals
- the quality of staff interaction to improve children's learning across all areas of the curriculum

- the planning, to show what children are expected to learn from an activity, how it may be adapted to suit children who learn more quickly or more slowly, and the assessment opportunities presented by the activity
- the assessment system, to track children's progress against the stepping stones and the early learning goals and to help staff decide what children need to learn next
- systems for monitoring and evaluating the quality of provision

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Poor

Children are developing some personal independence but are not always interested and excited to learn. Group activities do not sustain children's interest. Children behave inappropriately towards staff and peers and do not receive consistent messages from staff to learn right from wrong. Ineffective use is made of everyday situations to encourage the children to form good relationships or learn about other cultures. Children do not confidently express their needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Poor

Children are poor speakers. They do not engage in purposeful conversation and have restricted understanding of listening. Children have limited opportunities to mark make in practical situations. Opportunities to link sounds and letters are offered, although have limited meaning. Poor staff interaction does not effectively support the development of speaking and listening skills. Insufficient emphasis is given to books. Children are restricted in developing language for thinking.

MATHEMATICAL DEVELOPMENT

Judgement: Poor

Planned activities are not always implemented and number is not an intrinsic element of daily routines. Learning is left to chance. Children do not use their counting skills in practical contexts. The nursery has suitable resources for developing the children's comparing, sorting and matching skills and for learning about shape and size but staff do not use these effectively. Activities and poor staff interaction do not promote problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Poor

Planned activities are not always implemented and do not support the development of skills in a meaningful way. A rotation of equipment is set out for children to play with but learning lacks purpose and excitement. Activities lack interest and restrict the development of children's desire to observe, investigate and explore the world around them. There is little evidence of children designing, building, using IT purposefully or relevant learning about time, place and culture.

PHYSICAL DEVELOPMENT

Judgement: Poor

Plans are not consistently implemented to support the development of physical skills. Children move confidently around the nursery with control and co-ordination, usually showing an awareness of space, themselves and others. Children have regular opportunities to enjoy activities outdoors but plans do not include children's use of a range of small and large equipment or opportunities for children to handle tools with increasing control. Health awareness is not given due emphasis.

CREATIVE DEVELOPMENT

Judgement:	Poor
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Staff sometimes plan opportunities for children to experience an adequate range of 2D media but these are often over directed and do not always encourage children to express their own ideas. Staff do not intervene appropriately to support role-play. Music based activities are given insufficient emphasis by staff. Children have too few opportunities to respond using their senses and to use their imagination in art and design, dance, role play and stories.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is unacceptable. Children are making poor progress towards the early learning goals.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve staffs knowledge and Understanding of the Foundation Stage and the Early Learning Goals.
- Further develop plans to ensure that they underpin progression in children's learning. Include sufficient detail on the short term plans to show what children are intended to learn and to guide staff in their delivery of the educational programme.
- Ensure assessment records are used effectively to tracks children's progress against the stepping stones and the early learning goals. Use these to show what children need to learn next and to enable staff to use this information to inform planning.
- Devise systems for monitoring and evaluating the effectiveness of the provision.

The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.