

# Kiddi Caru Nursery

Inspection report for early years provision

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**Unique reference number** EY346353  
**Inspection date** 19/04/2011  
**Inspector** Lorraine Sparey

**Setting address** Ashleigh Way, Langage Business Park, Plympton,  
Plymouth, Devon, PL7 5JX  
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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 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 nursery is registered on the Early Years Register to care for up to 100 children in the early years age group. There are currently 152 children enrolled. The nursery receives early years funding for children aged three and four years. The setting supports children who have special educational needs and/or disabilities and children who learn 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 team of 36 staff support the provision including bank staff. All of whom are qualified to level 3 or equivalent and one member of staff has Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's health, safety and general well-being is exceptionally well supported. Highly skilled staff deliver a rich and vibrant curriculum overall, creating an excellent balance between adult led and child initiated activities. Children's uniqueness is valued and staff work hard to ensure an inclusive environment. They promote effective relationships with parents and other early years professionals supporting children in making rapid progress in their learning. Highly effective systems are in place to monitor and evaluate the provision including parent's, children and staff. As a result they are extremely well placed to make continuous improvement and provide outstanding outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- reviewing children's independent use of the computer

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded because staff are exceptionally clear on procedures to follow in the event of any concerns being raised. Their knowledge of potential concerns regarding welfare is exceptionally good and is regularly updated through in-house training. Thorough and detailed risk assessments cover all aspects of the nursery ensuring the environment is safe and well maintained. As a

result children are able to freely move around between the various play rooms and outdoor area in safety. Rigorous and robust recruitment and vetting procedures and well designed induction procedures ensure that staff are suitable to work with children and clear on their role and responsibility. In addition they each have a secondary role to promote and value their input within the nursery.

Highly effective systems to monitor and evaluate the provision ensure that everyone is involved in decision-making. Regular parent questionnaires, informal discussions with staff, parents and children enable them to be involved. Staff are encouraged to visit other nurseries within the company to share good practice. As a result they have implemented a new free-flow system with the upstairs older children to enable them to make full use of the garden area. The local authority provide good opportunities for staff to evaluate the setting through their audits and support visits. All staff throughout the nursery complete a reflective log which is very successful in identifying strengths and areas to improve. Regular visits from head office also enable management to effectively monitor all aspects of the nursery.

There is an extensive range of high-quality equipment throughout the nursery which is accessible to children enabling them to make good choices in their play. Some resources are rotated around the nursery to provide additional play and learning opportunities. There is an excellent range of resources promoting many aspects of our diverse society throughout the nursery encouraging even the youngest children to value and respect others. The space is used exceptionally well to enhance children's learning enabling them to experience different experiences. Highly skilled staff provide excellent opportunities to support children throughout the nursery. They know exactly when to intervene and when to stand back and let children explore and negotiate for themselves.

Exceptional relationships between staff and parents and carers ensure that children's individual needs are recognised and effectively met. Parents receive high quality information when they initially register their child and ongoing throughout their time in the nursery. Parents input is valued and they are encouraged to share their skills and knowledge. A parent offers to bring in some bats and talk with the children about them providing them with valuable learning opportunities. Parents report that they feel the nursery provides exceptional care and education. Their children are extremely happy and they feel the environment is kept to a high standard of cleanliness. Parents value the staff saying there enthusiastic and are keen to share information about the children's progress in what they have been doing during the day. The setting has developed highly effective relationships with other early years providers and professionals to ensure children are able to reach their full potential.

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

Children thoroughly enjoy their time in the nursery. They are confident and highly motivated in their learning. Children are keen to explore and develop their

independence. Highly skilled, enthusiastic and committed staff provide excellent learning opportunities tailored to children's individual needs. Children are keen to involve a visiting adult in their play. They talk with confidence about their favourite activities and the adults who care for them. A child invites the adult to join them at the computer and show good control as they operate the mouse completing a simple program and printing their picture. However, at times children choose different games or programs which they are unable to complete as some staff are not familiar with them. Children learn about the natural world and are enthusiastic when looking after "Gary" their giant African snail, they learn about life cycles through caring for living eggs and hatching chickens. In addition they nurture butterfly eggs observing them turning into butterflies. Children grow herbs, plants and flowers increasing their understanding of the natural world. Children's language is developing well throughout the nursery. Staff continually talk with the children repeating simple words with the younger children. They sing nursery rhymes which the children clearly are familiar with and thoroughly enjoy. An toddler rocks backwards and forwards as they sing "Row your boat" becoming more and more excited. They encourage the children to decide other songs they would like to sing. Children throughout the nursery listen to well read stories and are encouraged to predict what comes next. Children are developing excellent physical skills. They use the well resourced garden to practice balancing, stepping on the steppingstones and negotiating the wobbly bridge. Children's creative skills are exceptionally well developed. They are encouraged to choose what size paper they would like to use when painting. They can select from a wide range of creative resources depending on what they would like to do. Children explore vegetable printing and body painting developing their own ideas. Babies explore a range of different materials including silk, and cotton as staff support their learning. They also investigate gloop, jelly and baked beans discovering the different textures.

Staff have high expectations for the children in their development and as a result children are making rapid progress in all areas of their learning. Staff clearly know the children's individual needs and abilities exceptionally well and as a result they are able to effectively plan the next steps in children's learning. Parents are encouraged to be involved in completing "Wow stars" and "What I did at home" sheets to enable staff to have a full picture of the child's progress. Children are involved in completing their learning journeys and show great interest in looking back over their time within the nursery and are keen to show their friends.

Children's emotional needs are exceptionally well met throughout the nursery. Staff show genuine interest in ensuring their individual home routines are followed closely. Children receive lots of cuddles and as a result their self-esteem and confidence is growing. Children's awareness of healthy lifestyles is excellent. They benefit from home cooked nutritious meals which provide a wide variety of different foods. Children are encouraged to try new foods with their friends which parents appreciate. Children are very independent in their personal skills, they use the toilet independently remembering to flush and wash their hands. Excellent nappy changing procedures ensure that children are comfortable at all times. Children's awareness of staying safe is exceptionally well supported. From an early age they learn about safety issues such as climbing. Children are familiar with what to do in an emergency and know how to exit the building quickly and safely

because they practice the drill on a regular basis. Children's behaviour is exemplary they show exceptional kindness to their friends. Staff are quick to praise children's achievements enabling them to learn what is acceptable. Children thoroughly enjoy tidying up and taking care of their environment. They are rewarded by putting a pebble in the jar learning how to work together as a team. When the jar is full the children decide what treat they would like. In the preschool room they chose to have a picnic outside. Children have excellent opportunities to learn about the wider world. Staff create language books with the children, and learn about a variety of festivals throughout the year encouraging them to value other cultures and beliefs.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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