

# Kiddiecare Nursery

Northolt Methodist Church, Church Road, NORTHOLT, Middlesex, UB5 5BE

<b>Inspection date</b>	06/06/2013
Previous inspection date	31/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff take appropriate action to minimise potential hazards to children. As a result, children are cared for in a safe and secure environment.
- Children are able to play and learn in an environment that provides adequate learning experiences, both inside and outside.
- Staff have developed sound relationships with parents. This means that parents are informed about their children's routines, care needs and progress.

### It is not yet good because

- Some staff do not make effective use of the systems for observation as they do not conduct observations frequently enough. As a result, they do not have an accurate assessment of the progress and achievement that children make.
- Staff do not fully support children to learn about the impact of the food they eat on their health. This limits children's understanding of making healthy choices.
- Staff do not always encourage children to develop an awareness of the different marks, signs, symbols and languages in their environment to fully promote their communication and language skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interactions with them.
- The inspector talked with staff within the nursery and some parents, and held discussions with the management team.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff suitability records.
- The inspector carried out a joint observation with the manager.

## Inspector

Vicky Vasiliadis

## Full Report

### Information about the setting

Kiddiecare Nursery is one of five nurseries owned by Kiddiecare Nurseries Limited. It registered in 2008 and operates from one room within Northolt Methodist Church, in the London Borough of Ealing. Children have access to a secure outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is open each weekday from 8am to 6pm term-time only. The nursery gets funding for the provision of free early education to children aged two, three and four years.

There are currently 35 children on roll in the early years age group. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs nine staff including the managers. All staff hold appropriate early years qualifications.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- increase the frequency of observations in order to develop a deeper understanding of the children's achievement, interests and learning styles, and use this information to shape children's learning experiences
- strengthen children's understanding of the links between their health and the food choices they make
- strengthen the educational programme for communication and language by raising children's awareness of marks, signs, symbols and languages in the environment to support further their understanding of different languages.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The quality of teaching and the education programmes are satisfactory. There are sound systems in place to identify children's starting points and staff work with parents to obtain information about children's interests and development at home. They make adequate use

of the information that they gain in order to plan a sound learning environment for the children. Key persons know their children relatively well, and can identify their interests and next steps for learning. However, some staff do not make effective use of the systems for observation and assessment as they do not conduct observations on a regular basis. This means that they do not have a completely accurate picture of the progress and achievements that children make. Consequently, children make satisfactory progress in their learning and development, in relation to their starting points on entry. Staff complete the required progress checks for children aged between two and three years in consultation with parents. They talk to parents each day about children's achievements and parents share their children's interests with staff. This helps to ensure that parents are involved in their children's continuous learning.

Children take great pleasure in moving freely between the indoor and outdoor learning environments. They thoroughly enjoy using their imaginative skills as they dress up as superheroes. Children involve staff in their play, and staff make up superhero handshakes with the children. The children enthusiastically join in with this activity as they run around the garden with their arms raised saying that they are superheroes. Children take great delight in exploring the water and splash about and become deeply involved in this activity. Children pour water from one container to another and staff talk to the children about how items float and sink. This helps to support children's mathematical development.

Staff adequately support children's communication and language skills. They talk to children and engage in conversations with them. For example, there are discussions about the weather and how hot it is and if children are going away for their summer holidays. Staff talk to the children about the wind taking the bubbles off into the air and children have great fun as they try to chase them before they float away. Children enjoy joining in with nursery rhymes, and many know the words and actions of their favourite rhymes. Children take great delight in clapping their hands and moving their bodies to the different actions. Children are beginning to show an interest in books and enjoy listening to stories read to them by staff. Some of the more confident children are able to identify what happens next in the stories. Children enjoy talking to visitors at their nursery, and are curious and ask many questions. Some of the more able children confidently tell visitors their names and introduce their friends. Children learning English as an additional language receive satisfactory levels of support. For example, staff know some key words of their home languages to help them to communicate with the children. There are some written words put up on display in the nursery that represent different languages and symbols, including sign language. However, staff do not draw children's attention to these and therefore miss opportunities to strengthen children's understanding of their own and others' languages. Consequently, children receive adequate levels of support to prepare them for the next stage of their learning.

### **The contribution of the early years provision to the well-being of children**

Children feel safe and secure within the nursery. They receive a warm welcome from their carers and staff, and are able to spend time with their key children during the day. For

example, children sit on their carer's lap at lunchtime. When they feel more confident, children move to their own chair, but still within close proximity to their carer. This helps children to feel secure within the nursery and as a result, most children settle quickly once left by parents. Staff manage children's behaviour well and provide children with lots of praise and encouragement. They talk to children, reminding them about using 'caring hands' and encourage children to share and take turns. Staff work well with parents to ensure that a consistent approach is in place, particularly where children have additional needs. Consequently, children receive appropriate levels of support to promote their personal, social and emotional development.

Children are encouraged to develop their physical skills as they have free access to the garden. They enjoy climbing up the steps of the climbing frame and then sliding down the slide. Staff talk to children about making sure that they wear sun hats and sun cream in the hot weather. Staff remind children to take regular drinks, particularly when outdoors in the sun. The children are able to help themselves to fresh drinking water in the garden as this is easily accessible on a table at low-level. This helps children to begin to develop an understanding of a healthy lifestyle. The children develop good self-care and independence skills with even the youngest child learning how to use cutlery competently. However, staff do not talk to children about the food that they eat and how this has an impact on their health. This limits children's understanding of making healthy choices.

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

The management team meet their responsibilities in respect of the requirements of the Early Years Foundation Stage framework. The arrangements for safeguarding children's well-being are suitably established and effective. There are robust vetting procedures in place, which help to ensure the suitability of all individuals working with the children. Staff are able to attend regular training such as safeguarding and first aid training. This helps to ensure that staff continue to improve their skills and knowledge. Staff understand their individual responsibilities to safeguard children and to provide a safe play environment for children, which they do.

There are satisfactory processes to evaluate quality and identify improvement throughout the nursery. For example, the manager recognises the need to develop the systems further for observation, assessment and planning. As a result, the management team work closely with staff from their local authority, actively seeking advice to improve the quality of the provision. This means that the management team continue to review and monitor the effectiveness of the educational programmes. Since the previous inspection, the manager and staff have adequately addressed the recommendation. They now provide ideas and suggestions to parents about how they can support their children's learning at home.

The staff have positive relationships with parents. They regularly share information about children's routines and the activities they complete. A number of systems are in place to help ensure that parents keep updated. For example, staff send out regular newsletters

and there are informative notice areas displayed around the nursery. These provide information to parents about planning, staff qualifications, policies and procedures and details about the Early Years Foundation Stage. Parents speak highly of the service that the nursery staff provide in meeting their children's needs. Staff have suitable systems to support children learning English as an additional language. Staff have developed sound links with other professionals such as Special Educational Coordinators from their local authority. Staff work closely with parents to provide consistency and share information to support children with additional needs. The staff read stories and talk to children about the move to 'big' school. Consequently, children receive satisfactory levels of support to prepare them for school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY383150
<b>Local authority</b>	Ealing
<b>Inspection number</b>	918609
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Kiddiecare Nurseries Ltd
<b>Date of previous inspection</b>	31/03/2009
<b>Telephone number</b>	02088451888

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

