

Kiddi Caru Nursery

Writtle College, Foxburrows Lane, Writtle, CHELMSFORD, Essex, CM1 3SS

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| Inspection date | 11/06/2013 |
| Previous inspection date | 29/10/2009 |

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| The quality and standards of the early years provision | This inspection: | 1 |
| | Previous inspection: | 1 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Children and babies are extremely happy at this vibrant and welcoming nursery. They take part in an exciting range of carefully targeted activities and this ensures that they make rapid progress in their learning and development.
- Children are highly motivated and their behaviour is exemplary. They play exceptionally well together, talking to each other about what they are doing and using equipment safely.
- Children become extremely confident communicators as staff members show a keen commitment to developing their speech and language skills.
- Children are expertly safeguarded through robust policies and procedures, which are understood and implemented efficiently by an enthusiastic and caring staff team.
- The staff establish excellent partnerships with parents, involving them fully in all aspects of the provision and their children's learning. There are also extremely strong arrangements to support children's transitions onto the next stages in their learning.
- The clear and effective management structure promotes an exceedingly strong culture of self-improvement and valuing staff. As a result, staff take great pride in and enjoy their work.

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.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments, this included a joint observation with the Early Years Professional.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.
The inspector saw evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from the nursery's self-evaluation.

Inspector

Patricia Champion

Full Report

Information about the setting

Kiddi Caru Nursery was registered in 2006 and is on the Early Years Register. It is one of 20 nurseries run by The Childcare Corporation PLC. It operates from nine playrooms within a purpose-built nursery in Writtle, Essex. The nursery serves the local and wider communities and is accessible to all children. There are fully enclosed areas available for outdoor play, adjacent to each playroom.

The nursery employs 31 members of childcare staff. Of these, 27 staff hold appropriate early years qualifications at level 3 or 4. There is one member of staff with Early Years Professional Status. There are two apprentices currently training towards an early years qualification at level 2. The nursery employs 11 bank staff to cover for staff absence and there is also a cook, catering assistant and an administrator.

The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 216 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- draw on a wider range of creative adults, musicians and storytellers, from a variety of cultural backgrounds, to enhance further children's experiences in expressive arts and design.

Inspection judgements

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

Children are active, independent learners, who make rapid progress in all areas of learning. This is because the staff team have an exceedingly good understanding of the characteristics of effective learning and they use excellent teaching methods to highly motivate and extend the children's learning. The staff expertly plan activities for each child's individual progress because they know the children exceptionally well. There is an excellent balance of child-initiated and adult-led activities. In addition, the routine is flexible to enable children to pursue their own interests, both indoors and outside. Children regularly come across new and interesting challenges and this means that

learning is unmistakably fun. This results in a busy nursery with a vibrant atmosphere.

A high-quality and effective cycle of planning and assessment linked to the guidance document, *Development matters in the Early Years Foundation Stage*, and customised by Kiddi Caru, is in place. This supports staff in focusing on what individual children can do and what learning opportunities they need to be provided with next. The staff observe and assess children systematically and maintain comprehensive written and photographic records of individual achievements. Children's next steps in learning are precisely identified and purposefully incorporated into individual development and learning maps. A focused progress report is completed when children reach the age of two and this precisely identifies if there are any gaps in learning or if children need additional support. The development folders and regular reports are shared with parents, who frequently add their comments about children's learning at home.

All children are extremely well supported in acquiring very good communication and language skills as they engage in conversations with the staff and their peers. Staff effectively encourage the babies' listening and attention skills by making the activities fun. They sit with the babies, join in with the games, repeating words automatically to aid understanding and help develop language skills with the very young. Sign language is also shared to help the babies express their feelings, wishes and needs. Staff encourage older children to work things out for themselves and highly value what they have to say. They instinctively ask questions pitched at the right level to stimulate thinking and prompt exciting and intelligent answers from the children. Children's curiosity is skilfully nurtured. When children ask questions and demonstrate great interest in features they discover at home, staff use the ideas raised by the children to create additional activities. For example, when children become interested in dinosaurs or pirates, staff ensure that additional resources are available for children to extend their knowledge and creativity, and these topics are incorporated into the nursery day.

A very strong system is in place to support children with special educational needs and/or disabilities to ensure they are integrated fully into the nursery and are given support by staff as required. Staff also share their knowledge of other languages with the children and additional resources, such as dual language books and visual prompts, are supplied to ensure that children with English as an additional language feel a sense of belonging.

Children thrive in the inspiring, attractive and inclusive environment. The playrooms are innovatively resourced and effectively meet the needs of all of the children, who attend. The staff fully understand that by setting out the rooms appealingly, children will be enticed into exploring and investigating. The outdoor curriculum has been extensively broadened, and children relish the wider opportunities they now have to access the mature willow arch and dig in the muddy areas. There is a strong focus on developing children's understanding of the natural world. Gardening activities are well underway to provide fresh vegetables and herbs. Part of the outdoor area is specifically designated to encourage insect life and mini beasts and children show great fascination exploring these with magnifying glasses. In addition, a closed-circuit television camera has been set up so that children can view baby chicks hatching from a wild bird's nest in the garden.

Children demonstrate excellent ability to maintain focus for significant periods of time,

which prepares them extremely well for when they are ready to move on to school. They show excitement and great enthusiasm when taking part in activities that involve problem solving. For example, children become absorbed and highly involved as they review and refine their attempts at building complex structures using guttering and tubes. They can recognise and name mathematical shapes in two and three dimensions. All children in the setting can access a wide variety of books in cosy areas and show an awareness that print carries a meaning. Children demonstrate excellent early writing skills and make marks or write for a variety of purposes in all areas of the nursery. Many of the pre-school children are able to write recognisable letters, know sounds of letters and are able to write their names unaided. Children also access a very good range of equipment that promotes their understanding of technology. For example, children adeptly use the computer, voice recorders and remote control toys.

There are frequent opportunities for children to be creative and imaginative using high quality art materials, musical instruments and role play resources. Examples of the children's work are imaginatively displayed throughout the nursery. This means that children know their efforts are highly valued. However, there is scope to extend and enhance children's experiences in expressive art and design even more, by inviting a wider range of creative adults, musicians and storytellers, from a variety of cultural backgrounds, to share their skills with children.

Partnerships with parents are exceedingly strong. Parents are warmly welcomed when they arrive to bring or collect their children and the staff always make time to talk to them and provide detailed information about their activities and care routines. There are frequent opportunities for formal consultations with the key persons. The staff also organise 'Experience Days' at weekends, when parents can join the nursery for sensory play, craft activities, music and movement and lots more. Parents and carers regularly update staff about the progress their children make at home. They also become involved in their children's learning when they take home the nursery guinea pigs to care for them in their home environment.

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

Children easily settle in to the nursery because staff prioritise children's happiness. Warm bonds and loving relationships are effectively established between the staff and children. Preparation for babies starting at the nursery and also transitions between rooms is excellent. Families are offered sensitive settling-in sessions and staff are on hand to offer additional support. The key persons actively seek the parents' knowledge of their children and this is effectively taken account of, to ensure that children settle well and their interests and capabilities are well known, right from the start. Parents also contribute photographs for display of the people who are important in their children's lives and this helps conversations and children gain confidence when they move within the nursery and join a new room. The transition arrangements on to full-time education are skilfully supported through planned activities, visits by new teachers and by staff passing on important information about children's progress and achievements to the schools.

Children's behaviour is exemplary and they are beginning to show an excellent awareness

of responsibility within the setting and empathy for each other. Children are very polite to each other, reflecting the way they are treated by the staff, and they take good care of their surroundings and resources. Children become extremely independent in their self-care. The older children serve their own food and demonstrate good manners. They know that they should wait until every child has got food on their plate before beginning to eat their meal. Children are eager to help the staff by acting as monitors and any special efforts are rewarded and displayed for everyone to see. Babies and younger children have excellent opportunities to be independent by selecting resources for themselves and choosing whether to play indoors or outside. Extremely good quality furnishings and play equipment are provided so that all children can play, eat and rest in comfort. Resources portray many positive images of diversity to allow children to explore each other's similarities and differences.

Children's health, physical and dietary needs are met to an exceptional standard. The environment is safe and extremely clean. The nursery kitchen has been inspected by an environmental health officer and awarded five stars for food hygiene. In addition, the nursery has gained a Gold Healthy Eating Award from the local authority, for the quality, variety and nutritional value of the meals provided. The staff are extremely knowledgeable about any allergies and all special dietary requirements are superbly catered for. Children demonstrate a very positive approach towards eating healthily. They learn about the food that is good for them as they grow a wide variety of vegetables in the garden. There are also regular cooking activities to encourage children to taste and try new foods.

Staff ensure the children have a high level of understanding about personal safety and the safety of others around them. Children have wonderful opportunities to enjoy the outdoor environment in all weathers. These rich and varied opportunities allow children to understand about safely assessing risks and about how to keep themselves healthy. Children remind each other to be careful when play surfaces become wet. They explain why they need to wear sun protection in warm weather. They carefully steer and manoeuvre their bicycles and scooters around obstacles demonstrating their growing sense of spatial awareness. Children regularly practise the evacuation procedures so they know how to swiftly exit the premises in an emergency. Organised visits by the emergency services also help to develop children's awareness of the people who help us and about potential dangers in the home.

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

The nursery is led and managed by a highly motivated and inspirational management team. The success of the nursery is attributable to the strong leadership and sharply focussed monitoring by staff of the children's progress. All staff take immense pride in their work and maintain exemplary practice so that young children and babies can thrive and flourish. The very good ratio of staff to children ensures that progress can be constantly monitored, throughout the nursery. This means that early intervention is quickly sought and obtained for children, if progress is less than expected. There is an extremely strong commitment to ongoing professional development as staff are actively encouraged to update and improve on existing qualifications. They also constantly

increase their knowledge and skills through comprehensive in-house training.

The staff hold high aspirations for the quality of the teaching and care, and enjoy opportunities to reflect on their practice, for example, during team meetings, appraisals and supervision sessions. Activity planning is regularly reviewed to ensure that the educational programmes are enthusiastically developed with fresh ideas. The accurate and in-depth self-evaluation of the nursery prioritises areas for further development, that are swiftly acted upon. There has been a highly successful refurbishment of the premises that has significantly increased and improved the play space for children, both indoors and outside. The recommendation from the last inspection has been enthusiastically met, to wholeheartedly improve the arrangements that support children's transitions into school. These continuous improvements mean that the nursery successfully maintains an outstanding level of care and education.

Children are safeguarded exceptionally well. All staff complete rigorous background checks before they begin their employment in the nursery. The very effective appraisal and induction procedures ensure that all adults continue to be suitable to work with children and are familiar with the extensive range of policies and procedures in use. The management and staff are very secure in their knowledge of current information regarding safeguarding and child protection, which makes them certain that they always act in the best interests of children. Comprehensive risk assessment covers all the activities or outings, as well as the areas of the premises and the equipment they use. The nursery is also involved in robust spot check inspections by health and safety advisors to ensure that children are protected and remain safe at all times.

The nursery promotes excellent relationships with parents. A wealth of information about how the nursery runs is available by way of a detailed welcome pack, regular newsletters, a dedicated website and comprehensive displays. This ensures that parents are fully informed about how the nursery meets the requirements of the Statutory framework for the Early Years Foundation Stage. The nursery values the views of parents and they are regularly invited to contribute their opinions and suggestions. All parents spoke to during the inspection express their delight with the progress their children have made. They commend the efforts of the staff team when setting children into the nursery, and say they really feel involved with their children's learning. Partnerships in the wider context are now extremely well established and make a strong contribution towards children's achievement and well-being. Collaborative working with other key agencies is exemplary and excellent links now exist with local schools to aid transition and promote optimum continuity of care. The staff also work extremely closely with the local children's centre and the area special educational needs coordinator to ensure that families receive any additional support they need.

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

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| Unique reference number | EY334078 |
| Local authority | Essex |
| Inspection number | 918657 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 115 |
| Number of children on roll | 216 |
| Name of provider | The Childcare Corporation Plc |
| Date of previous inspection | 29/10/2009 |
| Telephone number | 01245421341 |

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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.

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