

Kiddiecare Nursery

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

Inspection date	24/09/2014
Previous inspection date	06/06/2013

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

The quality and standards of the early years provision

This provision is good

- The use of the key-person system is effective in helping children to form secure attachments and this promotes their well-being in the nursery setting.
- Overall, staff have secure recording systems in place for observing and assessing children's development.
- The manager oversees and supports staff well in meeting the requirements of the Early Years Foundation Stage. She encourages staff to access further training to improve their professional development.

It is not yet outstanding because

- Daily routine practices, such as circle times, sometimes interrupt children's flow in learning, by preventing them from becoming deeply engrossed in activities.
- Although children can independently choose their play, staff do not always ensure that the most appropriate toys are available.

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 activities in the playroom and the garden area.
- The inspector held discussions with the manager and senior managers throughout the visit.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents spoken to on the day.
- The inspector and manager completed a joint observation together.

Inspector

Jennifer Devine

Full report

Information about the setting

Kiddiecare Nursery registered in 2008. It is one of five nurseries owned by Kiddiecare Nurseries Limited. It operates from one room within Northolt Methodist Church, in Northolt, in the London Borough of Ealing. Children have access to an enclosed garden for outdoor play. The nursery is open Monday to Thursday, from 8am to 6pm, during term-time only. There are currently 22 children on roll. The nursery receives funding for the provision of free early education for two-, three-, and four-year-old children. The nursery employs six staff, of which, four staff hold relevant childcare qualification; one staff member is completing training and another works as an apprentice. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register

What the setting needs to do to improve further

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

- develop ways to allow children to have uninterrupted time and freedom during their daily routine, to become deeply involved in activities
- review the range of resources offered so they are age-appropriate and purposeful, to help extend children's learning further.

Inspection judgements

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

The staff team have developed their knowledge of the learning and development requirements. Overall, staff are secure in their understanding of how to promote the learning of young children. Staff have developed their understanding of observing children's progress. They have suitable planning systems in place to meet children's individual needs. Staff maintain children's individual learning records well. These contain information from parents on children's abilities and interests on entry and an initial baseline assessment by the key person. In addition, staff record children's progress using monitoring documents to identify next steps for each child. Staff have introduced a system for assessing children's progress in the prime areas of learning, as part of their progress check, for when children reach two-years-old and share this with parents.

Staff set up the playroom in the morning and ensure that the activities support all areas of learning. However, they do not always closely observe that the resources available for children to choose from are completely suitable or compatible. For example, staff set out a garage for children to play with but the cars that accompanied it were mostly large and

did not fit in the garage ramp or lift. Additionally, due to fewer resources available, such as trains, children were unable to play together at the train set.

Children arrive at the nursery and settle down with their choice of play after saying goodbye to their parents; they enjoy exploring the environment. Overall, staff encourage children well in developing language and communication skills because they listen and ask questions during activities, in order to extend children's learning. Staff have developed a visual timetable with pictures to support all children to understand the routines. Staff make use of emotion cards during circle times to encourage children to identify and express how they are feeling. Staff ensure good quality books are available and spend time with individual children or small groups looking at and reading stories together.

Children enjoy exploring the toys provided and at times become engrossed in their play. For example, they enjoyed exploring with the large construction bricks and built some intricate models. However, staff do not always give children the time to fully develop their play as routine tasks, such as circle times, means they have to tidy up. As a result, some children's play is then interrupted. Children have free flow to the garden for most of the day and they thoroughly enjoy this time outside. Children enjoy playing outdoors where they access a wide range of activities. Although this area is relatively small, staff have organised the space effectively to enable the children to fully benefit from the outdoors. This approach supports children's physical health and well-being.

Staff promote the learning needs of children who learn English as an additional language well. For example, staff learn about children's home languages by obtaining key words from parents to help them settle. In addition, staff provide displays around the nursery, which contain words in other languages to encourage children to see print around them. There are also suitable systems to support children with special educational needs and/or disabilities. Staff work in partnership with other agencies to identify where children need additional help to reach their expected levels of development.

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

A suitable key-person system is in place to support children to build relationships with their special member of staff, in order to promote their emotional security. Staff spend time gathering information from all parents when children first start so that they understand their individual needs and routines. The nursery staff also offer home visits prior to children starting and this offers extra support to deepen these partnerships. Children receive lots of reassurance as they separate from their main carers and settle in. Staff help children who are settling by sitting with them and successfully introducing toys, which they know the children enjoy.

Children's personal social and emotional development is fostered well; they have formed good friendships and play well together. Children show kindness and understand about taking turns. The older children role model kindness; they are very caring towards the younger children and help them with tasks within the nursery. Children who speak additional languages also support children who are new to the nursery, that also speak the

same language by helping them with their understanding. Staff manage children's behaviour well and use positive strategies to deal with any minor issues that may occur.

Staff are aware of and record children's specific health, dietary needs and allergies. Children learn about healthy lifestyles and follow good hygiene practices, for example, by using disposable hand towels when drying their hands before meals or after using the toilet. Children's self-help skills are developing well as they independently pour their own drinks and help themselves to a snack. Staff provide children with a healthy and nutritious cooked meal, which is freshly prepared by the cook. Staff and children sit together for their meals creating a social time.

The nursery environment is clean and comfortable, allowing the children to move freely and safely around the premises. Children are learning to take full responsibility for their own safety and the safety of others. They learn the rules of the nursery, such as not running indoors. Staff further promote children's safety by ensuring they are appropriately supervised both indoors and outside. The nursery has effective security systems in place. All visitors are required to ring the nursery bell and staff unlock the garden gate once they identify the individual. All visitors are required to show their identification and sign the visitor's book.

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

The manager and staff team have a clear understanding of their responsibility for meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff know and understand the procedures to follow for reporting any concerns. Effective recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. All new staff undergo an induction process so they are aware of their roles and responsibilities. The use of clear risk assessments are effective in covering all aspects of the premises so that staff keep children safe. This includes ensuring that the ratio of staff to children is always maintained. Currently, four staff members hold relevant first-aid qualifications. They are trained to respond to children's needs in the event of any emergency occurring. All required documentation for the safe management of the nursery including written records of children's care needs, and permission forms are in place and appropriately maintained. For example, staff keep an accurate record of when they have changed young children's nappies.

The manager and senior managers are committed to continually monitoring the nursery and staff's practice. Most of the staff have worked at the nursery for some time and support each other effectively. The manager recognises and values the importance of self-evaluation and reflecting on practice issues. Staff are monitored well by suitable systems for supervision and identification of their training needs. The manager provides a supportive hands-on approach and models good practice to the staff team. Staff are enthusiastic to continually update their professional development. Consequently, this has a positive impact on the children's learning and development. The nursery's policies and procedures are regularly discussed during staff meetings, which enables the staff team to

often review and address any issues. In addition, staff cascade recent training they have attended by sharing their knowledge with the rest of the team. This enables them to share good practice to benefit the children. The manager is aware of notifying Ofsted of anything significant, for example, she informed them of power cuts experienced in the neighbourhood, which affected the running of the nursery for a short time.

Overall, partnerships with parents is good. Staff provide parents with a range of information to ensure they keep them informed about their child's progress, achievements and daily experiences. Parents are welcomed into the nursery including when they drop off their child in the morning and when they collect them later on. Comments from parents indicate they are happy with the service provided. The nursery has built up relationships with local schools and other professionals, which soundly supports children's continuity of care and future transfers.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY383150
Local authority	Ealing
Inspection number	982109
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	22
Name of provider	Kiddiecare Nurseries Ltd
Date of previous inspection	06/06/2013
Telephone number	02088451888

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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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