



Minik Kardes Day Nursery

Inspection report for early years provision

Unique Reference Number	EY314290
Inspection date	15 May 2006
Inspector	Vivienne Rose
Setting Address	53-55 Balls Pond Road, Islington, London, N1 4BW
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Registered person	Minik Kardes Day Nursery Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Minik Kardes Day Nursery opened in 2005. The setting was originally registered in 1995. It operates from four rooms in a purpose built building. There is a training room and two offices. It is situated in Balls Pond Road in the London Borough of Hackney. A maximum of 57 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children have access to a secure outdoor area.

There are currently 30 children aged three months to five years on roll. Of these 12 receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around the area. The nursery currently supports children with special needs, and also supports children who speak English as an additional language. The setting is bi-lingual; the majority of the children attending are from Turkish, Kurdish and Turkish Cypriot families. The setting provides an outreach service to support the families within their community.

The nursery employs nine members of staff. Six of the staff hold relevant early years qualifications. three members of staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean warm environment. Staff follow effective procedures and practice, this supports children's emotional and health needs. For example, older children happily wash and dry their hands independently whilst staff are nearby to help younger ones. Parents and staff share information about babies' routines which helps to promote continuity of care. Children gain an understanding of hygiene and are becoming increasingly independent in their personal care. Babies' nappies are changed as and when needs arise they are bubbly and happy when this takes place. This helps them to feel comfortable and secure.

Children are learning healthy eating habits because staff provide meals that are healthy and nutritious. This is varied on a daily basis to ensure they experience a variety of new tastes. Staff ensure that dietary preferences and parents' wishes are adhered to. Children have access to regular drinking water throughout the day.

Children benefit from a staff team that has a good understanding of the procedures to follow for accidents, medication and illness. For example, appropriate numbers of staff on duty hold a valid first aid certificate.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a very clean and well maintained environment. The good organisation of toys and equipment means that children are able to move around safely and freely. Children show high levels of independence and confidence when they access toys from toys and boxes at child level. Regular risk assessments are conducted and necessary safety measures are in place to keep them safe. Regular fire drills are held which enable the children to learn about this procedure and keeping safe. However, sometimes staff do not effectively reinforce the reasons for safety, for example, in the outdoor area.

Babies are able to play with natural resources, to stimulate their sensory awareness and understanding. Children use high quality equipment which is appropriate for their

age and stage of development.

Children are well protected from possible abuse and neglect. Staff have attended training and show a good understanding of the procedures to follow if any concerns arise, in order to ensure the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children's independence is well promoted through a variety of play opportunities. Children enjoy their time at the nursery. Babies are cared for in a warm family environment. They are beginning to learn new skills because staff are skilled in their interaction with them. For example, staff sing to the children when changing nappies which helps children feel secure. Children enjoy their time at the nursery. Older children are encouraged to explore and develop their play and ideas. They are involved in a range of activities, which develop their imagination, physical, language and creative skills. For example, children access water, sand and dough, singing and role play. There are good opportunities for regular outdoor play. Children are happy and relaxed in the nursery and keen to communicate with staff enthusiastically. Staff are interested in them and give them lots praise and encouragement which helps them to develop high levels of self-esteem. Staff working with the younger children are beginning to use the Birth to three matters framework; however this has not yet been fully implemented.

Nursery education

The teaching and learning is good. Staff have a generally good knowledge of the Foundation Stage and its implementation. Staff do plan and provide children with a range of activities and experiences to help the move towards the early learning goals. Assessment records for each child show their approach to learning and their interests. However, planning does not always cover all aspects of the early learning goals effectively and staff do not evaluate against the stepping stones for children's learning. As a result this impacts on future planning.

Resources are attractively set out to stimulate the children's interest. Staff use open questions effectively to promote children's thinking and resources are well used. Children are keen to share their experiences with staff and other children. They communicate confidently and clearly for example, when listening to the 'three pigs' story. The children join in the story line and know what is going to happen next. Older children are beginning to use early writing skills; however, the activities provided do not always fully challenge the development of these skills.

Children are beginning to learn about size and shape and use numbers as labels, for example, when using numbers to park their bikes in the garden area. There are fewer opportunities to practise simple problem solving in everyday situations.

Children show an interest in the lives of people around them through themes such as Black History month. The children have a strong sense of their own culture and those of others. Most children are bi-lingual and effective displays and labelling in the

rooms reflects this. Children develop an interest in technology and learn how to construct with resources such as clay and sticks. Children enjoy their regular visits to local parks and shops which help them to begin to understand the environment in which they live.

Children's access to physical play is challenging and is enjoyed by all the children. This gives them good opportunities to use their bodies well, and develop skills such as hopping, balancing and climbing. Children show skill and control when they are riding bikes, running and taking part in potato races. Children show confidence and determination when they cut with scissors, use hole punches and knives and forks at lunchtime.

Children can easily access a variety of stimulating materials, for creativity these include painting and gluing activities to encourage their interests in shape, colour and form. There are regular opportunities to access music and making sounds, for example, using the microphone for Karaoke, singing songs to support their self-esteem and sense of fun. The relaxed way in which adults interact with children helps develop their imagination. This enables them to come to terms with the world around them.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. There are effective procedures in place for the care of children with special needs and the individual needs of children are well met. They have many opportunities to celebrate festivals and to taste different foods from around the world. Children have access to a range of resources that show positive images of culture, religion and disability. Dual language text is displayed in books and on posters and staff use children's home language to support their feeling of security. Most children who attend the nursery are bi-lingual as are the staff.

Children generally behave well. They are given lots of praise and encouragement to support their good behaviour. Children are beginning to take turns and to learn to accept the needs of others. They begin to understand what is right and wrong. However, sometimes the boundaries set by the staff are not effectively applied. Staff use gentle reminders to manage behaviour. However, these explanations are not always clearly given to enable children to understand what is expected of them. The management have identified this weakness and have arranged inset training to support staff in their application of behaviour management. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from effective partnership with parents. Good information is gathered about children before they begin to use the group about their likes and dislikes. Children's photographic profile books and open evenings keep parents informed of their child's progress.

Daily feedback ensures continuity of care for younger children and babies. Parents are very happy with the provision and the support given by staff. Translated materials are available to support parents who are non-English speakers.

Organisation

The organisation is good.

Children are cared for in a well organised happy environment where staff know their roles and responsibilities.

Children benefit from well deployed staff that consistently interact with them and give them support and encouragement. This creates a stimulating learning environment; as a result children are secure and confident.

Children are kept safe and healthy as staff regularly update their training, including child protection and special needs, Birth to three matters and behaviour management. The nursery has effective procedures in place to ensure that all staff working with the children are suitable to do so.

Leadership and management are good and all the legally required documentation is in place. Staff are effectively inducted, supervised and appraised on a regular basis. This supports the quality of teaching.

All staff are committed to continuous improvement, and managers continually assess the quality of care provided for the children. However the methods for assessment of children's progress towards the Foundation Stage are not clearly evaluated against the stepping stones. This could affect children's progress in time.

The provider meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the policy for behaviour management is consistently implemented by all staff and that clear guidance is given to children about expectations and boundaries within the setting.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the methods of observation and assessment to clearly show children's progress through the stepping stones towards the early learning goals; pay particular attention to ensuring that the more able children are sufficiently challenged through planning, using all the aspects of the early learning goals.

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