

# Kids & Co Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	509604
<b>Inspection date</b>	13 April 2007
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<b>Setting Address</b>	41 Westcombe Park Road, Blackheath, London, SE3 7RE
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<b>E-mail</b>	
<b>Registered person</b>	The Partners Of Kids & Co Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding.

### WHAT SORT OF SETTING IS IT?

Kids and Co Day Nursery is privately owned and has been registered since 1991. It operates from a detached end of terrace house in Blackheath in the London Borough of Greenwich. The facilities include a kitchen, toilets, laundry room and an enclosed garden.

The nursery is registered to provide 21 places for children aged between two and five years, of whom eight children can be between two and three years. The children are grouped according to their age and have a base room. The nursery operates a free flow system between both rooms and the garden. The nursery is open five days a week and is closed for one week at Christmas and all bank holidays. The opening times are from 08:30 to 18:00.

There are currently 36 children on roll, of whom 16 children receive funding for Nursery Education. The nursery provides support for children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery currently employs nine members of staff including a manager and a cook. All staff hold appropriate childcare qualifications and/or experience. The nursery receives support from an advisory teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

The effective use of appropriate health and hygiene procedures clearly supports children's health and protects them from illness and the spread of infection. For example, staff use disposable gloves and aprons when changing nappies and ensure that effective hygiene procedures are implemented at all times. The risk of cross infection is also reduced because individual cotton mattress covers are provided at sleep time and these are laundered daily. There is a sick children policy which requests that parents do not bring their children to the nursery if they are ill. Children's health is also promoted because there are effective systems in place to record the administration of medication, including prior written parental permission.

Children are learning about the importance of good personal care and hygiene because staff frequently encourage them to wash and dry their hands after using the toilet, before eating and when coming in from the garden. This is also reinforced through the use of excellent photographs on the bathroom wall depicting toilet and handwashing routines and by talking to the children. For example, staff ask children why they need to wash their hands and children promptly reply that it is because they have been playing outside and are dirty. Children then also spontaneously tell staff that they must put the used paper towels in the bin when they have finished! Children also wipe their own hands and faces independently using face wipes and dispose of these appropriately at lunchtime.

The nursery operates a free flow system which means that children are able to choose when they want to play outside. As a result, children benefit greatly from the excellent opportunities for physical play and exercise. The provision of waterproof and warm clothing and wellies means that children can enjoy outdoor play and fresh air in all weathers. Facilities for outdoor play are very good and provide children with a wide range of opportunities for vigorous play. For example, they are able to run and jump and use a range of challenging equipment to practise their climbing, sliding and balancing skills. In addition, a thriving forest school enables them to explore and investigate nature and the environment and natural materials, as well as promoting excellent co-operation skills. For example, children greatly enjoy working together to build a container ship with twigs and branches.

Children benefit enormously from the nursery's positive approach to healthy eating and very good routines are in place to promote this. For example, once a week children are able to access a breakfast bar known as the 'Nursery Café'. They are able to help themselves to a range of healthy snacks including cheese, crackers, raisins and fresh fruit. At other times, they enjoy drinks and snacks while sitting on a blanket in the garden, chatting with staff. Children are learning about which foods are good for them because staff encourage them to try different foods and explain how certain foods make them healthy and strong. All meals are home-cooked from fresh, good quality ingredients including lots of fresh fruit and vegetables. The cook plans varied, balanced menus and these are displayed for parents to see. All children's dietary needs are identified and catered for, for example, the cook is aware of children with allergies. In addition, daily vegetarian options are always available. Children greatly enjoy their meals which are social occasions when staff sit and eat with them. They happily discuss which foods they like best and most children ask for seconds and thirds!

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The children are cared for in a warm and welcoming home-like environment where they can play, rest and relax. For example, in the base room for the two and three year-olds there is a comfy sofa and floor cushions where children and staff can sit together comfortably. The environment is well organised in clearly designated areas and is enhanced through the creative use of posters, charts, mobiles and displays of children's work. Exceptionally good use is made of photographs in displays, interest books and children's records. Very good accessibility of good quality resources across all areas of play and learning promotes and encourages children's free choice, independence and initiative. Most resources are stored in low level storage units, many of which are clearly labelled. As a result, children can choose them for themselves and greatly enjoy doing so.

Regular risk assessments are used to identify and minimise potential dangers. Staff carry out regular checks on all toys and equipment and this helps to ensure children's ongoing safety. Appropriate safety precautions are in place, for example, staff enforce safety rules around the use of the climbing frame and limit its use to no more than six children at a time. The safety of the garden is also carefully monitored and staff ensure that it is checked for any dangerous items and animal mess before the children use it. As a result, children can move around the premises safely, confidently and independently. Children's safety is further promoted by staff's good understanding of appropriate supervision levels, for example, during free-flow sessions staff are vigilant in ensuring that appropriate ratios are maintained indoors and outdoors. Children have a good degree of freedom, for example, they are able to independently access the toilet facilities which are located along the corridor. However, staff monitor them closely and always investigate if they do not return promptly.

Steps have been taken to protect children from the risk of fire. These include written fire procedures, regular fire drills and the provision of appropriate fire safety precautions, for example, a fire blanket in the kitchen and written fire procedures. Good attendance and accident recording also help to keep children safe and ensure that parents are fully informed about any accidents.

Effective security procedures, including admission by ringing the doorbell and being admitted by a member of staff are in place. The use of a visitors book and safety chain across the front door help to maintain children's security while they are on the premises and ensure that they are kept safe from unvetted persons. A notice on the door requests that parents and visitors do not admit anyone into the nursery, even if they know them.

Children are beginning to take some responsibility for their own safety because staff frequently remind them to be careful so that they do not hurt themselves and others. For example, staff remind children to sit down when they are eating, blow on their food to cool it down, not climb up the slide and to be careful around the younger children. Staff explain risks and dangers to children and this helps them to understand the safety implications of their actions on others, as well as themselves.

Staff understand their responsibilities to the children in their care and are aware of the action to take if they are worried that a child may be being abused. For example, they understand that they must contact Social Services and Ofsted if they have a concern about a child attending the centre. Staff's knowledge and understanding of safeguarding children has been up-dated by attending recent training. Consequently, children's welfare is promoted well. There is a

written child protection statement and policy in place. However, procedures to be followed if there is an allegation against a member of staff lack sufficient detail. This means that staff and parents are not fully informed.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Learning through play is a key objective at the nursery. Great emphasis is placed on children learning through their own first hand experience, discovery and exploration. Children enjoy a very varied, balanced range of exciting and interesting activities in a rich, stimulating environment. They are very happy and settle well at the nursery because they are sensitively and lovingly supported by caring and skilled staff. All children, including the very youngest, participate confidently and enthusiastically in the daily routine. Children's individual needs are recognised and acknowledged and children's interests are a focal point when staff plan activities. Activities are well organised and are set up in clearly designated areas, for example, a home corner, book and reading area and a mark making area. Children benefit from an excellent balance of freely chosen activities and those initiated by staff. Staff provide appropriate support and are skilled at judging when intervention is needed. For example, as children construct a boat with branches and twigs in the forest area a member of staff asks questions about what they are doing, makes a few suggestions and then steps back, only helping if they ask her to. Children greatly enjoy moving freely between activities and making independent choices. Most resources are accessibly stored and this promotes children's independence. A free flow system between the two nursery rooms and the garden provide children with further opportunities to choose, make decisions and use their initiative. Excellent use is made of the outside play area where children of all ages enjoy a wide range of interesting and stimulating activities, all year round and in all weathers. The forest school initiative encourages children to work together and to explore their natural environment and natural curiosity.

Interaction between staff and children is excellent throughout the nursery. Staff talk and listen to children and engage them in frequent chatty conversations. They respond to their interests and ask lots of open-ended questions to make children think and to extend their language development and learning. Children frequently initiate conversations with staff and with each other, often engaging in quite mature conversations. Children of all ages enjoy excellent opportunities to pursue their own interests, express their opinions, thoughts and feelings and use their imaginations, for example, during forest school activities. Staff are affectionate and loving towards the children and the children enjoy warm, affectionate relationships with them. Staff are very enthusiastic and clearly enjoy playing with the children and getting involved in their activities. They make frequent use of praise, encouragement and humour in their interactions with children. Staff clearly value them and the contribution that they make, for example, as children participate in discussions or sing a song to the whole group. As a result, children's self esteem and confidence is exceptionally well promoted.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff get to know the children well and parents are well informed about their children's progress. Very good planning systems are in place and this helps to ensure that children enjoy a varied, balanced range of activities. Staff use the Foundation Stage guidance effectively and consequently, children are making excellent progress towards the early learning goals. All staff are involved in planning and plans are effectively shared with parents. Plans consist of long, medium and short term plans. They include daily focused activities, clearly identified learning intentions, children's interests,

evaluations and next steps. There is a weekly focus on named children and this ensures that all children's progress is monitored effectively and the next steps in individual children's learning are clearly identified. Evaluations also incorporate examples of children's spontaneous learning and how this is extended. Observations are recorded under the six areas of learning and then incorporated into future planning. Excellent records of children's individual progress and achievements are kept and shared with parents. They include dated examples of children's work and labelled photographs of children engaging in activities based around the stepping stones.

Children's personal, social and emotional development is excellent. Children are becoming confident because staff value them and frequently use praise and encouragement. Children behave very well because staff are good role models for them and treat them with respect and consideration. Consequently, children share well, work co-operatively with others and frequently show care and consideration for each other. Children working in the forest school area co-operate and negotiate over how they are going to build a boat, where the horn, anchor and steering wheel will go, who will steer the boat and where they are going. A child who has made a fairy using twigs and straw is encouraged by a member of staff to help another child who also wants to make one and does so willingly. Children playing with duplo negotiate and compromise as they discuss how they can share the bricks out so everyone is happy. Staff frequently praise children when they are kind to each other. Children's independence is developing well because there are good opportunities for them to learn to take responsibility for themselves. For example, putting on their aprons and coats, using the toilet facilities and selecting their own resources.

Children's progress in communication, language and literacy is excellent. All children enjoy listening to, and participating in, stories and frequently choose to look at books. They are developing positive attitudes towards books and reading because staff are very enthusiastic about books and stories and make story times an enjoyable experience for the children. Children's interest is further extended because staff talk to the children about books. For example, a member of staff draws children's attention to the author of a book they are looking at and explains why it is good to know authors' names. Also, staff make books about outings and activities using labelled photographs. Children have good access to a range of writing materials at the mark making table. They use clipboards, paper and pencils to mark make and do their own recording, for example, during outdoor and forest school activities. Children have access to name cards and placemats and named coat pegs and many are beginning to write their names. Staff point out initial letters to them incidentally and children are becoming quite skilled at recognising these. They are beginning to understand that print carries meaning because very good use is made of labelling around the nursery environment. For example, a member of staff tells the children that she is putting a speech bubble on a photograph as part of a wall display. She explains that a speech bubble contains the words that the person in the photograph is saying.

Children are making very good progress in mathematical development. They benefit from an extensive range of mathematical resources and activities. Children have frequent opportunities to learn about mathematical concepts, of number, shape, size, pattern and sequence. For example, children name shapes in the environment as they construct in the forest school area. Children regularly count objects and correctly name colours. Staff frequently spontaneously reinforce mathematical concepts through routines and activities. For example, singing number rhymes and songs, counting each other and counting the number of seconds it takes a member of staff to see if lunch is ready! Many children count reliably to twenty and beyond. Children confidently use mathematical language. For example, as they use planks and plastic bricks during an outdoor activity they count them and discuss which is the longest, the shortest and

which ones are the same. Children measure daffodils in the garden using unifix cubes which they count and date and then record their findings.

Children enjoy excellent opportunities to explore their own creativity through painting, chalking and drawing using a variety of mediums including charcoal. They can access a range of resources for themselves. They benefit from a good balance between staff led activities and those chosen for themselves. The focus is on children creating their own unique objects. Staff value what children make, for example, a member of staff sprays a child's charcoal sketch to preserve it before displaying on the wall. Children are learning to understand about art because they visit a local modern art gallery. Children have very good opportunities to express themselves imaginatively, for example, through small world, puppets, dressing up and home corner play. They enjoy frequent opportunities to sing, listen to different kinds of music and use a range of musical instruments.

Children are making excellent progress in their knowledge and understanding of the world. They are learning about other cultures and religions through planned activities around celebrations and festivals. Their awareness about others in the community is also promoted through access to a good range of multi-cultural resources, including books, dolls, puzzles and home corner props. Children have good opportunities to build and construct, for example, in the forest school area where they experiment with a variety of resources and use simple tools. Children benefit from good opportunities to learn about technology because they have very good access to the computer and are able to enjoy a variety of appropriate programmes. They are becoming competent in using a mouse. Children enjoy excellent opportunities to learn about the wonders of nature and the environment because they grow a wide variety of plants, herbs and flowers in the garden. This includes peas, beans, carrots, potatoes, sage, parsley, chives and various bulbs including daffodils and snowdrops. One child proudly shows the inspector the snowdrops that she planted with her mum and brother earlier in the year. Children benefit from marvellous opportunities to observe birds and other creatures. For example, there are bird feeders and nesting boxes around the garden. Staff have created a woodpile which attracts a range of creatures including frogs. In addition, the staff and children have made a small muddy damp area in an attempt to encourage a toad that was recently spotted in the garden to come back! Children are able to dig, water plants, and observe insects, for example, they look at invertebrates through a magnifying glass. Children's learning is further enhanced through displays of relevant non-fiction books on the attractive indoor nature table. Children also benefit from frequent outings in the local community. These include Greenwich Park, the library, local shops, the wildlife centre, a local art gallery and an environmental centre. Children enjoy outings on the bus and short local walks.

### **Helping children make a positive contribution**

The provision is good.

There are effective systems in place for identifying children's individual needs and interests. Consequently, staff get to know the children very well and are able to provide appropriate care and support for them. Children are clearly comfortable in their surroundings, settle well and happily participate in nursery routines and activities. They enjoy strong relationships with staff and this helps to promote their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children are learning to value and respect each other as they learn about festivals and celebrations and about others in the community. Diversity is acknowledged and promoted through the use of a good range of multi-cultural resources including books, dolls, puzzles,

play figures and home corner props, posters and photographs. For example, they look at photographs of families and children from a range of cultures in a home-made book entitled 'Friends like us'. Staff demonstrate a non-sexist approach to children's play and all children enjoy equal access to all activities and resources. There are good systems in place for identifying and supporting children with learning difficulties and/or disabilities. There is a special educational needs policy in place and there is a named Special Educational Needs Co-Ordinator on the staff team. Staff are aware of the importance of very close liaison with parents, for example, if making a referral. Staff demonstrate a positive approach to inclusion. For example, children are learning some songs using maketon signing. Staff explain that it is very useful to know how to communicate with people who may not be able to speak or hear very well. The nursery provides appropriate support for children who have English as an additional language.

Children's behaviour is extremely good because staff provide positive role models for them by treating them with respect at all times. Staff maintain a consistent approach towards behaviour management, both in the strategies used and in their expectations of children's behaviour. Consequently, children are learning right from wrong and are becoming self-disciplined. Staff effectively promote good behaviour through the frequent use of praise. Children play co-operatively, are learning to share and take turns. They show care and concern for others, for example, they help each other during activities.

Partnership with parents is outstanding. Staff are approachable and friendly and clearly understand the benefits of good partnerships with parents. Parents are welcomed into the nursery and can talk to staff and the manager when they bring and collect their child. Effective systems are in place to share information with parents. These include a parents' noticeboard, a parents' newsletter, regular open evenings and daily record sheets. Children's progress records are also readily available and regularly shared with parents. All parents approached provide positive feedback about the nursery. For example, they comment on how friendly and approachable staff are, how well their children have settled and grown in confidence and how well their language development is progressing. Parents also comment on the activities and the excellent outdoor facilities at the nursery. There is a parents' pack that provides parents with information about the nursery and includes policy statements about the main areas of the nursery's operation. Parents receive good quality verbal and practical information about the Foundation Stage and the six areas of learning.

## **Organisation**

The organisation is good.

Overall, the provision meets the needs of the range of children for whom it provides. Children benefit from a welcoming, child-friendly, homely environment where they have access to a balanced and stimulating range of challenging activities. Space is creatively and imaginatively used in clearly designated areas, for example, there is a home corner and a book corner. A free flow session means that children can play outdoors whenever they wish and excellent use is made of the outdoor facilities. This helps to promote children's physical health and encourages them to make decisions and independent choices. Children are looked after by a caring, competent and committed staff team who are enthusiastic in their approach. Very good ratios are maintained throughout the day, including when children are using the outside play area. Interaction between adults and children is excellent and this helps children gain in confidence and self esteem.

Sound recruitment procedures ensure that all necessary checks are carried out to establish that all staff are suitable to work with children, for example, a Criminal Records Bureau check.



Children are never left with unvetted persons. A clear management structure is in place and staff have clearly defined roles and responsibilities. Most members of staff hold appropriate childcare qualifications and some have many years childcare experience.

Appropriate documentation is in place, for example, attendance, accident and medication records and is confidentially stored. The nursery's operational plan includes policies and procedures relating to all areas of the nursery's operation. These include all policies required by the National Standards, for example, a complaints policy and complaints log and a policy of the procedure to follow if a child is uncollected or becomes lost. However, there is currently no efficient system in place to review and up-date policies and procedures regularly. Some policies were drafted some years ago and this means that some information is inaccurate as it does not always reflect changes.

Leadership and management is outstanding because the excellent nursery education programme ensures that children are making extremely good progress towards the early learning goals. Planning is extremely effective and there are sound systems in place to evaluate children's progress and achievements. Evaluations are appropriately and consistently used to plan the next steps in individual children's learning. Planning also incorporates children's interests and spontaneous learning. The nursery manager monitors and evaluates the nursery education programme on an ongoing basis through observations and by overseeing planning and children's progress records. She is very 'hand on' in her approach and takes an extremely active role with the children throughout the nursery day.

### **Improvements since the last inspection**

At the last inspection, four actions and seven recommendations were set to improve the standards of care that the nursery provides. These related mainly to safety and documentation. Considerable improvements have been implemented since this time.

Children's safety is now further promoted because there is an operational plan that includes written policies and procedures relating to lost and uncollected children; effective staff recruitment and vetting procedures are in place; staff ratios are maintained at all times; regular risk assessments are carried out identifying actions to be taken to minimise identified risks and all records relating to daycare are readily accessible and available for inspection.

The organisation of documentation has improved and all documentation including attendance records for children, staff and visitors is accurate and up-to-date. The nursery's operational plan is available for parents on a daily basis and includes policies and procedures. In addition, parents receive an admissions pack which gives them information about the nursery's operation. Arrangements to ensure that sole use of the premises is achieved have been introduced. Fire procedures and recording systems have been reviewed. Staff's knowledge of child protection has been developed by attending safeguarding children training and all policies and procedures are now organised around the National Standards. However, a further recommendation is made following this inspection to review and up-date all policies and procedures on a regular basis.

At the last inspection, three key issues were identified to improve the quality of nursery education. As a result, planning systems have been much improved. Staff observe and evaluate children's progress by recording individual observations and by focusing on named groups of children each week. Evaluations are then used to plan the next steps in individual children's learning. Children's opportunities to develop their mathematical and creative learning have

been extended. Children have good access to technology, for example, they enjoy daily opportunities to use a computer and consequently are developing good computer skills.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 outstanding.

### **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):

- review and up-date all policies and procedures, in line with the National Standards.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)