

Kids Inc Day Nursery

Inspection report for early years provision

Unique Reference Number	EY271103
Inspection date	05 September 2007
Inspector	Cheryl Langley
Setting Address	29 Old Station Road, Loughton, Essex, IG10 4PE
Telephone number	0208 598 2600
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Registered person	Select Enterprises (South East Ltd) T/A Kids Inc N
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 outstanding. 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 Inc Day Nursery is one of five nurseries run by Select Enterprises (South East) Ltd., who trade as Kids Inc. It opened in 2003 and operates from a renovated house in Loughton, Essex. It is situated close to the town centre and railway station. A maximum of 60 children may attend the nursery at any one time. The nursery opens each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 86 children aged from under one to under five years on roll. Of these, 19 children receive funding for nursery education. Children attending come from a wide catchment area including children of parents who use the railway station to travel to work. The nursery welcomes children who speak English as an additional language and those with learning and or physical disabilities.

The nursery employs 20 staff. Nineteen staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are protected from infection. Staff adhere to appropriate health and hygiene guidelines to keep the children healthy. For example, protective clothing is worn for nappy changing, serving food or walking in the baby rooms. A thorough sick children policy is shared with parents to prevent the spread of contagious illnesses and enable staff to act in the children's best interests if they become unwell. Children remain comfortable and content. Their individual health requirements are met and they rest and sleep as they need to.

Children are very aware of the benefits of a healthy lifestyle and hygiene practices. They know how to take care of themselves, such as hand washing and eating clean food to ensure they do not 'feel sick'. For example, they wash their hands after digging in the dirt or stroking the pet guinea pig. From an early age they discard tissues after use and help staff to hold a cold compress to tend their bumps. Children actively contribute to the development of health and care routines. This fosters their independence and confidence.

Children have a wonderful time learning about food. They use their senses to investigate the ingredients to be used by the cook, grow vegetables, have regular cooking and food tasting activities and enthusiastically complete their 'five a day chart' to make sure they have had enough fruit and vegetables. They are eager to guess what they will be having for lunch each day. A varied and well balanced menu, drawn up with suggestions from the children, makes sure they are nourished. Children help themselves to water regularly and older children choose to eat their snack when they wish. Excellent systems ensure children receive food appropriate to their health and dietary needs. Opportunities available during meal times to encourage social and physical skills are taken advantage of by the knowledgeable and highly skilled staff. Children serve their food onto their plates, become adept at using knives and forks, observe good manners and enjoy lively discussions about their likes and dislikes.

Children keenly take part in an exciting range of activities which develop and enhance their physical skills. They balance and co-ordinate their bodies on the balance beams, to manoeuvre tricycles, spin hoops or to do the 'Hokey kokey'. Regular 'yoga' and 'stretch and grow' sessions are available to all children who wish to take part. Enticing activity toys and exuberant staff encourage movement in babies and toddlers. They are encouraged to grasp, crawl or take their first steps with guidance. More able children confidently cut out shapes with scissors and operate the computer mouse to move images around the screen.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children learn to protect themselves and others. Wherever possible, they share responsibility for decisions about the provision and actively contribute to the development of safety. They show an excellent understanding and willingness to keep themselves safe. Children help to devise rules to put into the 'Our rules' booklet or display in photographs around the nursery. They confidently remind their peers how to prevent accidents. For example, they show their friends how to walk down the stairs correctly and to push chairs in after using them. Lively discussions take place each day about road safety and good practice is reinforced when the children are out with the staff. Stimulating activities and topics extend their awareness of

people who help keep us safe, such as fire safety officers and police officers. Children know what to do in the event of a fire as they practice the fire drill regularly.

Children's safety is a priority. Staff are vigilant and adhere to thorough policies and procedures to ensure the children do not come to harm. For example, all visitors to the nursery are monitored and children are only released for collection by adults authorised to do so by their parents. Detailed risk assessments are carried out regularly and prompt action taken to remove any potential hazards. Sites are visited prior to any outings to check for suitability and stringent steps followed during trips to keep the children safe. All of the required documents are in place to support the children's safety. They are cared for in a very welcoming, secure environment. Children move around freely to choose play from a stimulating range of exciting toys and activities both inside and outside.

The children's welfare is safeguarded. All of the staff have a high level of knowledge and understanding of child protection issues. They are aware of their responsibilities and know what to do should they have any concerns about a child in their care. Training in this area is continuously updated and reinforced in recognition of the importance of protecting the children from abuse.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and settled in this supportive and caring environment. Staff have an excellent understanding of the 'Birth to three matters' framework and expertly plan stimulating play and activities. They are attentive, affectionate and enthusiastic about the children's care and learning. As a result, children become confident, independent and make excellent developmental progress. Positive relationships are formed from the outset so that children feel comfortable and secure, enabling them to try new experiences and acquire new knowledge and skills.

Children have great fun exploring and investigating corn flour or shredded paper. They investigate activity toys to operate the buttons and switches and delight in making sounds with wooden spoons and saucepans. Children begin to use their imaginations. They dress-up, care for dolls and soft toys and pretend to prepare food and drinks for the staff. Language skills are developed through simple songs and conversations with staff who respond to their gestures. Children listen to stories and are encouraged to join in. They pick out pictures correctly and turn pages of a book making sounds as though they are reading it. The staff ask them questions to encourage vocabulary and extend knowledge and understanding. For example, some children are able to recognise the red and green bricks that the staff ask for. They point to the features of their face correctly as staff point them out, or parts of their bodies as they sing 'Hands, shoulders, knees and toes'. Children express themselves creatively. They make marks with paint using their hands, feet or different items to print with, such as vegetables and combs. Children make collage pictures with rice crispies, glitter and paper. Their self-esteem and sense of belonging is promoted as they decorate blinds for the nursery windows with their hand-prints.

Nursery Education

The quality of teaching and learning is outstanding. Children make excellent progress through the stepping stones towards the early learning goals. They are supported by dedicated and committed staff who have a first-class understanding of the Foundation Stage and strategies

to encourage the children's development. Plans cover all six areas of learning in a balanced way. Observation and assessment systems are rigorous and used effectively to plan the next steps in each individual child's learning programme. This ensures that the level of challenge is both appropriate and productive. There are effective systems in place to provide nursery education for children with learning and or physical disabilities.

Children confidently suggest ideas and speak in a group. Interacting and talking with others they explore real and imagined experiences. For example, they talk about the type of transport they use on holiday and creatures they met, such as dolphins and sharks. Children respond with enjoyment and attention to stories, songs and rhymes. They show an understanding of the elements of stories and use story language when writing or retelling them. Children are aware that they have a beginning, middle and end. More able children write clearly formed letters and simple words in their books. They have fun making up their own stories about 'Winnie the witch'. Children become adept at controlling pencils and practise writing letters and shapes. They are aware of two and three dimensional shapes. For example, they draw rectangles freely and pick out circle shapes from the equipment in the outside area. Using mathematical ideas and methods they solve practical problems, such as using rulers to draw straight lines and compare different lengths. They recognise simple patterns to match clothes and shoes and pieces of jigsaw. More able children count beyond ten to say how many children are in a line or to count the stairs as they walk down. They recognise the number that represents their age and fit numbers correctly into puzzle shapes. Children understand the meaning of mathematical language such as 'bigger', 'higher', 'lower' and 'left' and 'right'.

Children find out about and identify the features of living things, objects and events they observe. They are keen to feed the pet guinea pig or goldfish and watch the African snails. Children talk with excitement about the animals they see on outings. They have fun growing tomato plants and examining different food from around the world. From interesting information books children learn about their senses and what they do. Staff use their surroundings to promote knowledge and understanding of the environment. Children listen to sounds in the street and talk about what might be happening, for example when the fire engines go by. They are aware that signs in the street have meaning. Children are independent. They make choices and decisions as they build and construct with a wide range of objects. Children select appropriate resources, tools and techniques to shape assemble and join materials. They help construct with large items, such as the balance beams for physical activities or use large cardboard tubes to make models. Children know about the uses of everyday technology. They operate the computer confidently, using the mouse and keyboard to move images on the screen.

There are excellent opportunities for children to use their imaginations and be creative with a range of activities, such as yoga, stretch and grow sessions and ballet. Children enjoy regular music sessions. They sing songs and nursery rhymes and play musical instruments. Children know the importance of exercise to stay healthy and recognise changes to their bodies after they are active. They feel their hearts beating faster and take deep breathes to help them relax. Children take pleasure in cooking activities and food tasting which helps them learn about their own and other cultures. For example, they taste Indian and Chinese food. Throughout the planned activities and free-play staff talk and interact with the children to make the most of the learning opportunities. They draw on the children's experiences, surrounding environment and resources with a sense of fun that keeps the children interested and motivated.

Helping children make a positive contribution

The provision is outstanding.

Children relish their time at the setting. They have an excellent attitude to learning, are happy, settled and purposefully engaged throughout the day. Staff consistently encourage and inspire the children to become confident and self-assured. Children make excellent relationships, playing and working effectively with others. They learn to negotiate and take responsibility for their actions. Children have an awareness of right and wrong in line with their stage of development. They gain respect for their peers and the staff, who are very good role models. Children develop knowledge and understanding of other cultures, traditions and differing abilities. They welcome the French teacher, greeting her by saying 'bonjour'. Where possible, they play an active part in making decisions. Children develop care and concern for others. They assist their friends or the staff with tasks and help develop rules to show respect for each other. The setting fosters children's spiritual, moral, social and cultural development.

Children are cared for by conscientious staff who work very closely with parents to meet their individual needs. Settling-in procedures are flexible to ensure children and parents feel comfortable and assured that the nursery provides appropriate care. Parents are welcome to visit at any time or stay in contact over the telephone to monitor their child's welfare. Staff give a high level of support to ensure children are fully included in the provision and are able to take part in all activities. Suitable systems are in place to care for children with learning and or physical disabilities. A range of information keeps parents up-to-date with the provision and their children's progress. Parents are encouraged to give positive comments or constructive criticism to help staff meet the needs of their children. Suggestions are acted upon promptly.

The quality of the partnership with parents and carers is outstanding. Children benefit from the close links forged between parents and staff. At the outset, parents are welcomed and made to feel part of the setting. They are given an extensive range of both written and verbal information which is concise and user friendly. Parents receive details of the care and education provided and have ample opportunity to meet with staff and share records and samples of their children's work to see how they are progressing. Parents are encouraged to play an active part in their children learning and develop nursery and home links. For example, by using the same reading scheme at home. Ofsted has received positive and complimentary comments from parents. They are confident that the friendly and approachable staff provide a high level of care and have their complete trust.

Organisation

The organisation is outstanding.

Outcomes for children are excellent. Their care is significantly enhanced by exceptional organisation. Robust vetting procedures and detailed induction for new staff ensures children are well protected and cared for by adults suitable to work with children. Staff have a good understanding of and adhere to the comprehensive policies and procedures which fully support their expert practice. They are highly skilled and consistently give their utmost to protect children, promote their well-being and support them to develop to their potential. Space is utilised well to provide a range of varied and stimulating activities, such as dedicated areas to read books or become engrossed in messy play. The recently refurbished outside area provides a vibrant and exciting space for all of the children. Rooms and the outside area are arranged imaginatively to encourage children to make decisions and be independent. The attentive and friendly staff are deployed to give children high levels of support throughout the nursery. Overall, the provision meets the needs of the children.

Leadership and management is outstanding. All of the staff, including the proprietor, are passionate about early years education and the care of children. They have a clear sense of purpose and commitment to ensure each child makes excellent progress towards the early learning goals. The aim of the nursery to maximise each child's potential are realized because the staff are guided by confident and well-informed management. They have a shared purpose and collaborative approach to childcare and education. There is strong team spirit and staff have well-established systems to review and develop the provision for nursery education. Staff are well qualified and enthusiastic about updating their training and qualifications to improve their practice to the benefit of the children.

Improvements since the last inspection

At the last inspection Kids Inc Day Nursery agreed to improve the children's safety by reducing the potential hazard posed by the windows in the pre-school room. These have been replaced with laminated glass and have restricted openings. They also agreed to enhance the partnership with new parents by ensuring policy documents are accessible to them. A summary of this information is contained in the parent information pack and detailed documents are available to see in the entrance lobby.

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 outstanding. 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

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

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