

Precious Kids Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 119607 |
| Inspection date | 01 October 2007 |
| Inspector | Julia Louise Crowley |
| Setting Address | Bethnal Green Training Centre, Deal Street, London, E1 5HZ |
| Telephone number | 0207 247 8173 |
| E-mail | |
| Registered person | Precious Kids Day Nursery Ltd |
| 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Precious Kids Nursery is run by a co-operative company. It opened in 1997 and operates from a purpose-built building. It is situated in the London Borough of Tower Hamlets. A maximum of 22 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 share access to a secure enclosed outdoor play area.

There are currently 22 children aged from one year to under five years on roll. Of these five children receive funding for nursery education; however, there were no funded children receiving nursery education on the day of the inspection. The nursery currently supports children with special educational needs, and supports children who speak English as an additional language.

The nursery employs six staff. Five of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a well organised and clean environment. They stay healthy because practitioners follow current and appropriate environmental health and hygiene guidelines. Policies and procedures are in place which maintain the setting and a thorough risk assessment is completed daily. Children understand simple health and hygiene practices because practitioners are available to support children in gaining practical skills, such as turning off the taps without wasting the water and putting on their own coats. Children's health is protected because practitioners are well informed about children's health and information from parents is valued and recorded. Practitioners hold first aid certificates or are completing training. Suitable documentation is in place, such as administration of medicines and accident records, consequently children's health is supported and parents are fully informed. Practitioners however, do not always ensure that the main bathroom door is closed when children are using the individual toilet cubicles, therefore potentially increasing the risk of the spread of germs or infection consequently children's health is compromised .

Children are well nourished as they enjoy fresh fruits and drinks at snack time. They pour their drinks from small jugs while practitioners encourage conversations on the benefits of healthy eating. Parents are encouraged to provide healthy meals and these are suitably stored in a refrigerator until lunch time. Meal times are sociable and give opportunity for children to enjoy their food and become independent as they learn to feed themselves.

Children's physical development is well supported, they have a challenging and interesting outdoor space where they can access large mobile toys and apparatus. They enjoy fresh air each day and have opportunities to run, jump on the trampoline, manoeuvre the wheeled toys or use the slide. Children are developing good co-ordination and control when they explore making small movements such as sprinkling sand, pouring water, holding ice cubes and tearing paper. Children enjoy opportunities to take walks to nearby parks and city farms.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move confidently around the bright, welcoming learning environment, both inside and out, making choices about their play. Space is well organised and used effectively to allow children opportunities to engage in a varied range of activities. Parents have their own notice board and are kept informed by the approachable and friendly staff. For example, staff discuss daily with parents any information or events that may have happened during the day.

Children are effectively kept safe on outings and short trips. The provider ensures that parents are fully informed of where and how children are travelling, written consent is sought and ratios maintained. Children enjoy the Spitalfields City Farm trip, Bethnal Green Toy museum and London Zoo, where they are able to explore and learn safely, effectively supported by practitioners.

Children use suitable and safe equipment that is child height and meets safety standards. Practitioners are thorough when completing a daily risk assessment, consequently children can independently make choices safely. Children are beginning to keep themselves safe by listening to simple instructions and ground rules, for example, during circle time children are encouraged

to sit on the carpet so that everyone can see. They show awareness of space, of themselves and others, consequently children learn an ability to concentrate and complete simple safety tasks.

Practitioners show good knowledge and understanding of child protection issues which helps them protect children from harm and neglect. They are clear about appropriate procedures to follow if they have concerns regarding a child's welfare. Appropriate policies and procedures are in place and easily accessible. Children are cared for by practitioners who are vetted and have relevant experience, knowledge and skills, for example, practitioners working in the yellow room have completed training focussing on children aged from birth to three and have relevant experience.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well at the nursery because practitioners take time to gather information from parents in order to meet the children's individual needs, for example, children's likes and dislikes are catered for and favourite activities and toys provided. They enter confidently and make themselves at home, moving from table to table, indoors and outdoors. Children relate well and socialise with each other because practitioners encourage social skills, such as sharing and listening to one another, during circle time and snack time.

Children become independent as they choose between a variety of toys, books and activities, which appeal to all, for example, children choose to play in the home corner which is transformed into an office. They telephone friends and make marks on the message pad beside them. Practitioners use the Birth to three matters framework to adapt activities such as singing, story telling and mark making to promote younger children's learning. For example, younger children know, enjoy and join in with a range of familiar songs with actions, claps, gestures and words. Children listen spellbound to the practitioner as she expertly reads the 'Tiger Came to Tea', children join in with the sounds and know when the page must be turned.

Nursery education

The quality of teaching and children's learning is satisfactory. Practitioners have a sound knowledge of the Foundation Stage and of how children learn effectively. Interesting activities are planned which are adapted to meet individual needs and interests.

Role play activities are planned within the week and children have a variety of opportunities to develop creativity and skills, for example, piles of Wellington boots and umbrellas are presented to the children to put on and to generate discussion about the weather and seasons. Puppets are used to allow children to express their views and feelings and as props to illustrate song time, for example, three little men in a flying saucer.

Children have sufficient access to a range of books that are varied and interesting. Books that support the planned theme of the week are gathered together so that they are accessible and attractively presented, for example, 'people that help us'. However labelling around the playroom is visually poor and inconsistent, for example, capital letters are used for whole words and the size of type is sometimes too small, consequently children's understanding of how text works and its form and pattern is not supported sufficiently.

Planned practical activities and discussion offer opportunities for children to use vocabulary involved in adding and subtracting, for example, toy ducks are placed in water to illustrate the rhyme 'five little ducks'. As each duck disappears the remaining ducks are counted. Language such as more and less is encouraged at the sand tray through activities such as emptying and filling buckets, sorting different coloured spades and big and small sandcastles. Children are surrounded by numbers, for example, a washing line displaying numbers and groups of objects hangs across the room and ladybirds with spots representing different amounts and numbers form an attractive display.

Opportunities for children to explore the natural world are provided, for example, large pots of earth are available so that children can independently dig, plant and care for seeds and plants and can participate in mini beast hunts. They learn about journeys, distance and the local community through trips to the local city farm, toy museum and zoo.

Helping children make a positive contribution

The provision is satisfactory.

Children are relaxed and confident in the setting. Their individuality is respected and they show a sound sense of belonging to the group, being familiar with routines and knowing what is expected of them. They support each other, working effectively together, sharing and helping.

Children are well behaved as staff praise and encourage achievements and promote children's self-esteem. They develop a positive attitude towards others and gain a sound understanding about the wider world through learning about festivals and playing with a sufficient variety of resources introducing them to other cultures. Children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents and carers is satisfactory. Parents receive sufficient information about the group in the form of an organised parents' pack, notice boards and regular newsletters. However, all policies are currently being reviewed and are not complete, consequently parents are not fully informed. Practitioners working with the younger children encourage communication by exchanging daily information sheets with parents; this enables children to receive continuity of care. Parents of older children are invited to discuss their progress and next steps for development, consequently parents are up to date with their child's progress. Sound relationships are developed between practitioners and parents so that they have good understanding of individual children and their families.

Organisation

The organisation is satisfactory.

Children's welfare and education is supported by staff that are appropriately qualified and experienced in caring for children. There is an effective operational plan in place, which helps to ensure sessions run smoothly and children benefit from stable routines. Children's personal information is securely stored and easily accessible to support children's care, such as in an emergency. There are thorough systems for recording the daily attendance of children, staff and visitors, which has a positive impact on promoting children's safety.

The leadership and management is good. The setting's proprietor/manager is suitably qualified and experienced in her role. The team meet weekly to discuss planning, events and policy issues. Practitioners receive regular appraisals with the Nursery Manager and are able to discuss their strengths and areas to develop, consequently the staff are supported.

The group is aware of the nursery's strengths and areas for development. There is a genuine commitment to further improvement and strategies have been put in place to further develop the quality of care and education offered to the children. For example, staff take part in professional training opportunities and the setting has secure links with early years networks and advisory teachers. Currently the Local Authority provides the nursery with a childcare development worker for one day a week. Children benefit from realistic and well organised planning because children's individual needs are identified and implemented. Regular monitoring of the written observations and assessments completed on the children enable children to progress. Overall, the setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

At the last inspection the provider was asked to ensure all staff and students manage behaviour consistently using effective strategies, ensure sleep routines and lunchtimes reflect children's individual needs and preferences and to organise the nappy changing area and routine to ensure children are offered privacy. The provider has up-dated the management of behaviour policy and ask that practitioners sign, read and understand the policy. In addition additional training in the management of behaviour has been completed by some practitioners and information has been fed back to the rest of the staff team. Team meetings offer the team opportunity to discuss and review the content of the nursery's policies. In addition the provider ensures that parents give full information regarding children's food and sleep requirements at the point of admission. Parents currently provide the children's meals and a range of healthy snacks provided by the nursery ensures that all children's tastes and requirements are met. Children are offered the opportunity to sleep after lunch for as long as they need to, consequently sleep times vary to reflect children's individual sleep needs. Practitioners ensure that aprons and gloves are worn and the door of the bathroom closed when changing children's nappies.

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.

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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 the bathroom area is effectively used to promote the prevention of the spread of germs and infection

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):

- provide regular opportunities for funded children to see clear, consistent and appropriate sized labelling

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