

Kids Inc Day Nursery

Inspection report for early years provision

Unique reference number EY365119
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Inspector Sylvia Dindar

Setting address 459B Upper Richmond Road West, East Sheen, LONDON,
SW14 7PR
Telephone number 02088 768144
Email bkalsi@kidsincnurseries.co.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Kids Inc. Day Nurseries has been registered since 2007. The nursery operates from a ground floor purpose built building in East Sheen in Richmond-upon-Thames. It is one of several nurseries owned by Select Enterprises South East Ltd. The day nursery serves the local and neighbouring communities. The nursery is registered for a maximum of 36 children in the early year's age group and is registered on the Early Years Register. The nursery is open each weekday from 08:00 to 18:00, 51 weeks of the year and apart from bank holidays. There are currently 56 children on roll who attend for a variety of sessions. Of these, 14 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery currently employs six members of staff, including the manager, most of which hold qualification in line with their roles and responsibilities. In addition, the nursery employs a cook. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Children are welcomed into a safe and inclusive setting where learning is flexible and fun. Most staff are trained and experienced in line with their roles and responsibilities. An effective management team supports staff, this results in a cohesive highly motivated staff team who work closely with parents and other providers of care. Separate attractive out door play areas are available for all children, however, they have not yet been fully developed to provide a suitable surface to encourage babies to crawl when outside. Through consistent and effective assessments and continuous self-evaluation, areas of weakness and strength are identified and bring about continuous improvement and positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the outdoor area for babies in order for them to further improve their opportunities to develop skills of coordination and movement.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the supervisor of the baby room holds a full and relevant level 3 (as defined by the Children's Workforce Development Council) (Suitable people)

05/01/2009

The leadership and management of the early years provision

Through a range of methods the setting effectively monitors and evaluates the provision and is committed to ever improving practice. The management team work cohesively with all staff and have managed the change of ownership very well and as a result many of the staff continue to work at the setting, providing continuity of care for children. The setting has wholly embraced the changes brought about by implementation of the Early Years Framework, reviewing all policies, procedures and the systems in place for learning and development. An effective appraisal and training and development programme is in place, as a result staff feel valued and are well motivated and are keen to improve their practice and as a result provide positive outcomes for children. Comprehensive policies and procedures are in place to ensure that children are safeguarded and systems are in place to report any concerns. Staff demonstrate good knowledge of possible signs of abuse; they regularly attend training in child protection to ensure that it remains at the forefront of their minds.

Effective recruitment and vetting procedures ensure that adults are suitable to work with children. Most room leaders have the appropriate qualifications and experience for their roles and responsibilities. However, in the baby room, the leader has not yet completed her NVQ3 qualification. This has little impact on the care of the children as the member of staff puts into practice what is learned and confidently carries out the role and provides for the needs of the children. Well organised staff deployment means that help and support is available when needed from other members of trained and experienced staff. Babies respond well to the staff, who have a calm and gentle manner. It is evident that children have formed a secure relationship with staff and their individual needs are met.

A diverse staff work force work hard to develop effective partnerships with parents and as a result parents report that they feel welcome in the nursery and are well informed. The nursery is particularly good at supporting parents for whom English is an additional language, making their child's transition into nursery a positive and inclusive experience. Parents feel well informed about their child's progress and development. They are fully involved in the life of the nursery through regular newsletters and are invited into help. For example, one such successful project is the annual gardening project managed by parents and their children, ensuring that the children's outdoor play environment is well maintained, interesting and fun. Parents are able to contribute to their child learning through a shared book scheme. A well written prospectus provides parents with information on the Early Years Foundation Stage framework.

The quality and standards of the early years provision

Children's learning and development is enhanced through the staff's good knowledge of child development and this is consistent throughout the nursery as more experienced staff are good at supporting those that need it. They facilitate the children's learning by ensuring that children have interesting and attractive resources that suit their needs and encompass their interest. They ask children

questions that make them think for themselves. Continuing observations, assessment and evaluation means that staff plan effectively, they ensure that learning is consolidated and when children are confident plan the next stage of their learning, therefore, children are consistently challenged. Children have access to both natural and man made materials, such as wooden blocks and pebbles. In the three year olds' room children's interest is captured by the smooth grey pebbles of different sizes. They delight in plunging their hands into the bowl and enjoy the sound and the feel of them. Children show concentration as they compare the sizes and practise weighting as they balance them on the scales. Children have easy access to resources such as dressing up. As a result, their imagination is captured as they dress up in their favourite outfits, for example, doctors, vets and princesses.

All children love being outdoors and are able to access all areas of learning outdoors as well as inside. For example, children learn to count and recognise numbers as they peg the ten green bottles on the washing line. However, in the separate baby area, young crawlers are not quite so keen to explore their environment as the surfaces are not conducive to allowing them to crawl around. Toddlers walk with confidence and manoeuvre themselves around well using the many wheeled toys the staff provide.

The nursery has an effective settling in procedure and as result children settle well and feel secure. Staff prepare well for children, gathering all essential information in order to give individual care and recognise the children's uniqueness. Children who have English as an additional language are welcomed and staff ask parents to provide special words from home so that children are able to communicate their needs effectively and children feel included.

Staff guidance and clear routines support children to develop an understanding of how to keep themselves safe and healthy. Children learn how to tidy up and keep their environment safe. Activities are planned around such topics as road safety, so children learn how to safely cross the road. Food is freshly cooked on the premises and children are encouraged to eat healthily. Fresh drinking water is freely available. Children are happy and behave extremely well. Activities are provided to enhance children's future economic well-being through developing their problem-solving, numeracy, and literacy skills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.