

# Keiki Daycare

Inspection report for early years provision

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<b>Unique reference number</b>	EY375623
<b>Inspection date</b>	24/02/2009
<b>Inspector</b>	Maggie Thorp
<b>Setting address</b>	7 Harold Road, LONDON, N8 7DE
<b>Telephone number</b>	0208 340 3841
<b>Email</b>	marziaeldridge@hotmail.com
<b>Type of setting</b>	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

Keiki Day Care is run by a partnership of two people. It opened in 2008 and operates from a newly refurbished house in Crouch End in the London Borough of Haringey and children play in two main play areas. A maximum of 24 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday, 49 weeks a year, from 08:15 to 17:45. Access to the provision is mainly level with just three steps indoors between the two different rooms. All children share access to a secure, enclosed, outdoor play area.

There are currently 16 children aged two to under five years on roll. Of these, five receive funding for early education. The nursery currently supports some children with learning difficulties and there are some children attending who speak English as an additional language.

The nursery employs four members of staff and the proprietor also works there for part of the day. Of these, three hold appropriate early years qualifications. The nursery uses the Haringey Early Years Services for training and advice and a local children's centre.

## Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Children's enjoyment and progress is well supported by the rich learning environment staff have created but less so by the structure of the day. On the whole children are safe and their good health is encouraged effectively; although there are a few minor omissions in record keeping. Many aspects of the nursery's partnership with parents foster children's self-esteem well. The nursery has begun to evaluate their practice and to develop the quality of what children receive. All children and parents are made to feel welcome.

## What steps need to be taken to improve provision further?

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

- further foster children's learning and self-esteem by developing ways of involving parents in children's learning and creating more opportunities for each child's home experiences to be reflected in the nursery
- provide a daily structure that enables children to flow freely between activities, to follow through their ideas and interests and to develop greater concentration and independence

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

- obtain parents' written consent for their children to be given medical treatment in an emergency  
(Safeguarding and welfare)

27/02/2009

- keep a written record of the name, home address and telephone number of all those employed on the premises (Documentation)

27/02/2009

## **The leadership and management of the early years provision**

Overall the nursery is well managed and led. Checks for staff suitability are made, staff are appropriately qualified, including in first aid, and staff induction is comprehensive. Regular staff meetings take place and individual support and external training is offered to ensure all staff are able to reflect on and develop what they offer children. Children are well cared for and learning as they play because staff are deployed effectively and are given clear guidance about their roles and the areas they are responsible for. However, the structure of the day and of mealtimes are less well organised to foster children's independence and concentration.

Children are safeguarded in most respects by the well kept records, thorough risk assessment and clear policies. However, weaknesses in the recruitment procedure have resulted a written record of relief staff's contact details not being recorded. This is a legal requirement. The management of this new nursery have made a good start in evaluating their provision and have identified ways they could further improve what they provide for children. They have made good use of local authority advice and support and that of a local children's centre to help them develop practice.

Children benefit from many aspects of the partnership staff have developed with parents and with other professionals. Parents are provided with comprehensive information about the nursery. This ensures parents are clear about such matters as how children will be supported by a key person, how children's health and safety is protected and how to complain. In addition, they are asked to provide detailed information about their child so that staff able to meet their children's needs and know and respect parents' wishes in most but not all relevant matters. Parents' written consent is not sought for their child to receive medical treatment in an emergency. This is a legal requirement. Parents stay and settle their children for as long as the child needs and staff chat to parents daily about their child's experiences and achievements. However, ways of involving parents in their children's learning to maximise this are not yet established.

## **The quality and standards of the early years provision**

Children enjoy what is provided and learn as they play because staff are generally clear about their learning intentions and how to take into consideration particular children's needs and interests when leading activities. Planning ensures children can explore all areas of learning in meaningful ways. Children enjoy painting and making things, they are beginning to write, count and recognise numbers and to find out about the wider world. Some made a post box then came in the next day to find staff had created a whole post office. Children visited this throughout the

day writing and posting letters to family and friends, they stuck on stamps and tried to record their own house numbers on the envelopes. Although the system for planning and recording children's progress is still being developed and staff are still learning about how to use this, it is sufficiently comprehensive to show that children are already making progress.

Children's independence is fostered by how well the nursery is resourced and set out but not by the organisation of the day. Much thought has gone into planning the physical environment so that it provides children with an attractive place to play. The low level storage and little zones for different types of activity quickly draw children to purposeful and focused play. Staff support children's learning well through the questions they ask and through knowing when to intervene and when to hold back. However, there are many occasions throughout the day when children have to stop what they are doing and all go to the snack table, circle time, garden play or the bathroom. This limits children's ability to flow freely between activities, to follow through their ideas and interests and to build their concentration.

Effective systems are in place to protect children's health and safety in most respects. The physical environment is safe, the bathroom is well resourced and children enjoy using this and learn good hygiene as they do so. Safety checks are effectively carried out and children are learning to keep themselves safe and to care for their environment through the simple rules they helped develop. In addition, they relate well to each other and to staff. Their good behaviour is very well supported both by the role models staff provide and how they help children negotiate with each other.

Information about the home languages, faiths and cultures of children's families are well recorded. On occasions this is used well to foster children's sense of self. Staff mention animals that come from an area that they know a child has recently moved from and where a child's forthcoming holiday is going to be. This sparks a lot of discussion and interest at circle time. However, there one or two children's backgrounds that are less well known and plans to reflect these more fully have yet to be implemented. Lots of different festivals are celebrated with children, books reflect diversity and children try writing in different scripts. Children with learning difficulties and disabilities develop and learn because staff work closely with parents, they plan how to meet individual children's needs and learn from other professionals involved with a child.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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.