

Kids Inc Day Nursery

Inspection report for early years provision

Unique reference number	EY365105
Inspection date	07/01/2009
Inspector	Jennifer Liverpool
Setting address	229 - 231 Beehive Lane, Ilford, Essex, IG4 5EB
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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 Nursery was registered in 2007 and is one of a number of privately run nurseries owned by Select Enterprises (South East) Ltd. It operates from a converted nursery building, which is situated in Ilford in the London borough of Redbridge. A maximum of 78 children under five years may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 76 children aged from two to under five years on roll. Of these, 34 children receive funding for nursery education. Children attending come from wide catchment areas.

The nursery employs 22 staff, of whom 20 hold childcare qualifications and two staff members are working towards a recognised childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The nursery successfully promotes the integration of care and education for all children. Good emphasis is placed on children having fun and learning through play, creating a warm, secure and considerably safe environment where children flourish in their learning and development. Very strong partnership with parents and the good links with other agencies ensure that all children are considered when planning activities, thus recognising the uniqueness of each child and effectively meeting their needs. The management and staff have very clear aims for the nursery and are committed to continually improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- maximise opportunities for children to count independently during routines of the day

The leadership and management of the early years provision

The manager and staff work well as a team to create a well organised environment that promotes good quality care and education for children. Staff are supported in their role through regular staff appraisals, room and team meetings and additionally the management actively encourages staff to undertake relevant training. The process of monitoring and evaluating the implementation of the Early Years Foundation Stage has begun and parents are encouraged to participate in order to identify the nursery's strengths and areas of development. The

management team and staff are committed to making improvements. For example, the recent completion of a covered walkway enables children to access the outdoor play area all year round. There are comprehensive policies and procedures in place that highly supports and fully promotes children's safety and welfare. All records, such as the children and staff daily registers are up to date; accident, medication and children's personal records are well maintained with all required details. The registration certificate is prominently on display so that parents can check the nursery's status and condition of registration. Rigorous daily checks on staff occupancy ensure that excellent levels of supervision for all children are maintained throughout the day.

Children's security is a priority within the setting. Effective systems, such as, closed circuit television allow staff to monitor children's activities in the base rooms, thus ensuring that all children are well cared for throughout the day. In addition to this, intercom access onto the premises and a visitor's book, ensures that children are kept secure against intruders and that all welcomed visitors are monitored at all times. Excellent systems to undertake risk assessments make sure that children are kept safe and not put at risk of hazards. This means that children can explore and move freely in a safe and well managed environment. Children's welfare is successfully safeguarded as staff have very good knowledge of child protection issues and are highly confident in protecting children from harm.

There is a strong support for children who have learning difficulties or additional needs as staff work closely with parents and peripatetic workers and liaise with other professionals to ensure that children get the support that they need. Staff highly value working in partnership with parents and have put in place effective systems to enable parents to share their views and be included in their child's learning. For example, Parents are provided with clear details about the Foundation Stage curriculum and activity plans which enable them to participate fully in the nursery and to be able to support their child at home. Regular newsletters keep them up to date with events and changes and they are encouraged to take part in the self evaluation of the nursery. Completed questionnaires returned by parents indicate that they are very pleased with the care and education their children receive at the nursery.

The quality and standards of the early years provision

Children arrive happy and settle very quickly into the nursery. Each child's individual needs are fully met by attentive key persons who work alongside parents on the care plans devised for their child. Parents contribute to an initial assessment of their child. This ensures that staff have good information about children's development and achievements and as a result of this they are able to build on what children already know and can do. Children's learning and development is frequently observed and monitored and detailed records are kept. This process enables staff to continue to gain a good understanding of children's individual needs. Staff actively encourage parents to become involved in their child's assessments and together they identify the next steps in children's learning to further enhance children's skills and abilities. Assessments are effectively used for planning activities and setting learning targets for each child.

Children are keen and motivated to learn. They concentrate well and show good perseverance as they tackle challenging tasks such as building large scale models when using construction sets and putting number cards into the correct order from one to nine. Extensive range of materials and resources ensure that children have a good variety and a lot of the same type of toys, such as, dolls, props and wheeled equipment. This reduces the risk of conflict when children play indoors and outdoors. Children are able to make decisions about their play and learning as they have easy and safe access to all toys, books, writing tools and materials. Topics about the seasons help children to take a keen interest in their environment and to discover the changes that take place at first hand. They learn about features of living things through caring for the gold fish in the tank, feeding water melon to the tortoise and planting and observing the growth of potatoes. Children are beginning to learn about healthy lifestyles. They willingly wash their hands independently before meals and after using the toilet and help themselves to tissues in the room. They show good skills in self-care. Children are able to choose from a varied selection of fresh fruits daily for snacks and enjoy freshly cooked nutritious and balanced meals each day.

Children talk confidently as they play and use language to express their thoughts. There are good opportunities for children to recognise their own names, which are displayed on coat pegs and on name tags that children use to register their attendance when they arrive each day. Familiar words are also placed for children to see and recognise. Children have worthwhile opportunities to make marks and attempt to write in a well equipped writing area. Staff also record children's own words on their art work. Children show interests in shapes as they play with puzzles, draw around templates and are supported to learn three dimensional shapes such as, cubes and cylinders. There are many opportunities to solve simple mathematical problems when they work out how many spoons is needed for each child sitting at the table or loading bricks into containers. Children are encouraged to sort and compare objects and place numbers in order when using number cards. Children have many opportunities to develop their counting skills through planned activities, stories and songs. Staff are keen to support children in developing counting skills, although on occasion, they count for them, such as, when walking down the stairs or lining up to go outside. Computers are easily accessible in the nursery and used appropriately to support children's learning.

Children explore sound through listening to a range of different types of music which includes classical and Caribbean steel band. They are able to develop an interest in the wide variety of musical instruments that are readily available to use each day and when participating in musical games during planned activities. All children engage in music and movement, stretch and grow and drama sessions lead by staff and visiting teachers. Children enjoy stamping their feet, clapping their hands and singing along to songs played on the compact disc. In addition to this, children have access to a varied selection of indoor and outdoor physical play equipment where they learn to develop balance, ball and riding skills. All of which contributes to children's physical wellbeing.

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?	1
How well are children safeguarded?	1

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?	1
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

Since registration there have been no complaints made to Ofsted.

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.