

Kidz Choice Nursery

Inspection report for early years provision

Unique reference number	EY382784
Inspection date	03/03/2009
Inspector	Pauline Nazarkardeh

Setting address	St. James Church, East Barnet Road, BARNET, Hertfordshire, EN4 8RN
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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 Choice Nursery was registered in 2008. It operates from a refurbished church hall in New Barnet, in the London Borough of Barnet. The nursery has use of two rooms, a kitchen, staff facilities, toilets and a bathroom area. Children have access to a secure enclosed garden area for outdoor play. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 32 children may attend the nursery at any one time. There are currently 24 children aged from birth to under five years on roll, some on a part-time basis. The nursery chef is suitably qualified and provides daily meals for the children. The nursery supports children with learning difficulties.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The indoor environment is well organised, enabling all children to have access to a range of play resources. Staff have a growing knowledge of the Early Years Foundation Stage (EYFS) curriculum and as a result, planning and assessments for children comes from observations and usually identifies learning priorities. Children's safety and welfare is well promoted as staff are vigilant in ensuring appropriate steps are taken to keep children safe. All staff have recently begun to monitor and assess the effectiveness of the provision. Therefore, the setting's strengths and areas for improvement are emerging.

What steps need to be taken to improve provision further?

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

- improve the organisation of meal times to create a more social occasion
- provide a more inclusive service by extending on resources which support children who speak English as an additional language
- develop the systems for planning and assessments of children's development to ensure that it identifies individual learning priorities
- improve the learning environment by extending children's access to the outdoor area

The leadership and management of the early years provision

The setting has in place appropriate procedures to ensure children's safety and welfare is promoted. For example, clear and robust systems for recruiting and

vetting staff are in place. Practitioners also have a good knowledge and understanding of safeguarding issues and how to protect children if there are concerns that a child is being harmed and the reporting procedures to follow. Staff are well deployed which ensures the children are well supervised and supported in activities.

Appropriate children's records are maintained and clear written policies and procedures are in place to support practice to ensure children's safety and welfare is promoted. For example, effective risk assessments are in place and staff have taken action to ensure that risks both inside and outside have been minimised so that children can play safely.

In order to support children's individual learning the setting has made links with other professionals and parents of the children in the early years age group. For example, a parent's notice board is used to display useful information, such as activity plans, menus and the aims of the nursery.

The setting shows the ability to make continuous improvements. All staff are involved in the process of self-assessment and as a result the nursery's strengths and areas for development are beginning to emerge.

The quality and standards of the early years provision

All children receive warmth and kindness from staff. The atmosphere is calm and children are content. Children at the nursery speak a range of languages and staff work with parents to learn key words important to the child. Although there are some dual language materials to further support children's communication skills they do not cover the range of languages spoken by the children attending. The nursery finds out about any religious or cultural practices that are relevant to ensure they are respected and adhered to within the nursery.

The nursery is well-resourced and enables children to engage in a variety of fun and stimulating play activities. Staff have a good knowledge of the six areas of learning, and ensure that each area is included in their planning. Although staff regularly observe the children to assess their level of development, all areas of learning are not consistently included and so individual learning priorities are not always planned for. Children have some opportunity to play in the secure outdoor area each day. Currently the outdoor play experiences available for them are limited as children can not access both areas throughout the day.

Children are skilled at using the functions of the computer they can use the mouse pad to select objects and can move these objects around the screen. Children also have access to a range of writing materials and they design their own models when playing with the junk modelling. They have opportunities to develop their physical skills as they climb, play games and ride the cars in the outdoor area. Children have a good sense of time and talk about past events in their lives. They know that within the routine of the day when they will be going home, for example, after lunch or at tea time.

Children's health is well promoted at the nursery, they enjoy a variety of healthy and nutritious 'home-cooked' meals, they know the chef well and enjoy the food provided. Meals that take account of their individual dietary needs and which are served in sufficient quantities. Although staff sit with the babies and offer suitable support, the routine for the older children is less well organised. For example, staff spend less time sitting with older children, as they walk around serving the food. This means that this time is not always a social occasion and older children's independence is not fully promoted, as they have no opportunity to serve themselves, or have input into the quantity they are given.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	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?	3
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?	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

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.