

Quality Kidz Nurseries Ltd

Inspection report for early years provision

Unique reference number	EY285088
Inspection date	26/06/2009
Inspector	Caroline Preston
Setting address	79 Campden Crescent, Dagenham, Essex, RM8 2RS
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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Quality Kidz Nurseries Ltd is one of two nurseries run by Quality Kidz Nurseries Ltd. It opened in 2004 and operates from a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in Dagenham in the London borough of Barking and Dagenham. It is open each weekday from 08:00 to 18:00 all year round. The nursery is registered on the Early Years Register. A maximum of 47 children may attend the nursery at any one time. There are currently 102 children aged from two to under five years on roll, of these 21 are funded, some are in part-time places. The nursery currently supports a number of children with learning difficulties. There are 24 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children have excellent opportunities to learn and develop and all their individual needs are met. Children are safe and secure at all times, clear risk assessments along with good staff knowledge of safety issues support children's well-being. Inclusive partnership with parents contributes to children's progress in all areas. Self-evaluation is a strength of the setting as all aspects of the provision are evaluated to improve the service offered to families.

What steps need to be taken to improve provision further?

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

- to continue to implement activities that promote diversity on a regular basis.

The leadership and management of the early years provision

Parents work closely with the setting and are offered a range of information that informs and includes them in the care and education of their children. They are invited to parents' meetings and are asked to complete questionnaires to improve the service offered. The setting works with parents and other agencies to support children with additional needs, therefore individual needs are met. The setting's focus on self-evaluation improves the care and education offered to children, currently staff are undertaking further training to improve their skills and the inside and outside environment is being refurbished, all of which enhances the support and learning experiences offered to children.

Children are safeguarded as staff understand their roles and responsibilities, they are knowledgeable about child protection issues and what procedures to follow if abuse was suspected. All staff have undergone suitability checks and the management team review checks regularly, this supports children's well-being. Children are helped to keep themselves safe by learning and following behaviour

rules, children respect each other and play well, they also help to tidy away play resources after each session. Daily risk assessments across the whole of the provision ensure that children do not harm themselves, as resources and furniture are safe and the premises are secure. Children learn about health and hygiene through washing hands when necessary and through topic work. Overall the quality of the provision is good. Children have excellent opportunities to learn and develop and all their individual needs are met. Children are safe and secure at all times, clear risk assessments along with good staff knowledge of safety issues support children's well-being. Inclusive partnerships with parents contribute to children's progress in all areas. Self-evaluation is a strength of the setting as all aspects of the provision are evaluated to improve the service offered to families.

The quality and standards of the early years provision

Children have excellent opportunities to learn and develop, as play experiences are varied and exciting for children. They are involved in a rich curriculum of learning both indoors and outdoors, they are able to choose what they want to do, therefore they learn to be independent and creative in their thinking. Children play well together, for example they use their imagination to place a number of chairs in a row and pretend they are in a car on their way to various areas such as Upminster and Romford. They negotiate space and who's sitting where, they chat and laugh as older children take the lead. Staff sit back and allow children to lead their play only intervening to remind children about the loudness of their voices. Therefore staff are skilled at understanding how children learn through their own play. Children are engrossed in role play in the pretend kitchen, they handle and taste real food adding to the realness of their imaginative play. Children dig and grow in the garden, they learn how to care for and tend to growing plants. They are eager to run, jump and throw balls, climb and ride bikes, improving their physical skills. Children measure and pour water and handle sand and play dough making shapes and designs. They listen to stories and take part, developing confidence in using language and speaking in groups. Children create pictures as they stick shiny paper using glue, they confidently fit puzzles back together. Children have great opportunities to relax in the well equipped sensory room and soft play area. They learn about others and the wider world through play resources and activities, however this is not on a regular basis throughout the day. Staff are skilled in undertaking observations and assessments of children to inform their next steps and planning is outstanding because it includes a very good range of learning experiences for children in both the toddler and preschool rooms. Children are able to take their time and are at ease throughout the session as they are not rushed and are able to develop at their own pace. The environment is happy and vibrant children are allowed to make as much mess as they want, therefore enjoy their play.

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?	1
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?	1
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

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