

Quality Kidz Nurseries Limited

Inspection report for early years provision

Unique reference number	EY285259
Inspection date	23/06/2009
Inspector	Caroline Preston
Setting address	30 Keppel Road, Dagenham, Essex, RM9 5LT
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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 Limited is one of two nurseries run by Quality Kidz Nurseries Limited. It opened in 2004, children have access to an enclosed 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 21 children may attend the nursery at any one time. There are currently 17 children aged from birth to two years on roll, some in part-time places. There are seven members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. In-depth knowledge of each baby's individual needs and routines ensures they are cared for well and have a varied range of learning experiences. Babies are safe and secure at all times and supervised closely by staff. Partnership with parents is effective in supporting the care and education of the babies, good communication and professional relationships have been built. Self-assessment by the management team promotes better practice in the setting, identifying any weaknesses which are acted upon.

What steps need to be taken to improve provision further?

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

- vary and offer more sensory experiences throughout the day.

The leadership and management of the early years provision

The management team have planned for future improvements which support the quality of the provision and outcomes for children, these include improving the outdoor play area, purchasing a wide range of play resources and refurbishing the indoor environment, as well as further training for staff. Therefore, children's individual needs are met well as staff are highly trained and skilled. Partnership with parents is effective as they are offered quality information about the provision and updated daily both written and verbal about their babies' routine and achievements. Children are safeguarded as staff have good knowledge of safeguarding procedures and carry out regular risk assessments both indoors and outdoors, there is also an intercom system at the front door. All staff have undergone suitability checks and are first aid trained. Babies begin to learn about hygiene as they wash their hands and face with individual flannels, staff wear appropriate disposable gloves and aprons when changing nappies and maintain hygiene in the setting throughout the day. Babies are offered a healthy range of meals and drinks, staff work with parents and follow routines carried out from home. Babies learn about safety by taking small supervised risks and developing

all-round skills such as walking and crawling. Staff are aware of behaviour management strategies appropriate for each baby's age and stage of development. Babies are affectionate with each other and play well together having built good relationships, they cuddle and smile as they play, staff support this with a friendly caring approach.

The quality and standards of the early years provision

Babies are supported well by adults as they learn and develop through play. The learning environment is planned to allow both adult-led and child-led play, all areas of the playroom are organised to capture babies interest and support their development. Babies crawl and walk indoors accessing the many play resources, they are also keen to play outside with the varied outdoor equipment. They take part in shape sorting activities, matching shapes to the holes they fit into and handle books whilst listening to stories. Babies take part in creative activities such as sticking using glue and different textured shiny paper and wool. However, there are too few opportunities for varied sensory play throughout the day. They take part in role play activities, banging the small sized saucepans together and dressing and undressing the dolls. Babies love to sing and are happy when taking part in action rhymes and songs, they are happy to explore the cosy corner and handle the many shaped rattles and musical instruments. Staff undertake regular observations and assessments which support the babies' next steps, staff are very skilled at knowing each child's individual needs, their characters and likes and dislikes and what developmental stages they are at. Therefore, diversity is well promoted, babies also have daily access to toys promoting the wider world and take part in celebration of festivals, parents are also invited to share their backgrounds with the setting. Photographs of babies handling small ducklings that a parent brought into the nursery show babies learning about other living things.

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

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