

# Kids Inc Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY271884
<b>Inspection date</b>	23/06/2009
<b>Inspector</b>	Hazel McLean and Maureen Sinclair
<b>Setting address</b>	71 Cleveland Road, South Woodford, London, E18 2AE
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<b>Email</b>	
<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 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 2003 and is one of a small chain of seven privately run nurseries owned by Select Enterprises (South East) Ltd. It operates from a converted building, which is situated in South Woodford in the London borough of Redbridge. It is open each weekday from 07:30 to 18:00 all year round. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 51 children may attend the nursery at any one time. There are currently 65 children aged from three months upwards to under five years on roll, some in part-time places. The nursery is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The setting provides funded education for three and four-year-olds.

There are 21 members of staff, not including the manager, 14 of whom hold recognised early years qualifications. Other staff members are currently working towards a qualification.

There are a number of nursery pets, including hamsters, gerbils, a guinea pig and goldfish. The nursery participates in the QUILT quality assurance scheme.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The organisation of the setting is constantly being thoroughly reviewed to ensure that the systems, environment and practice fully support the needs of all the children who attend. Children are safe and secure at all times and achieve to excellent levels in their learning and development due to staff awareness, drive and motivation. The nursery provides a regular, two-way flow of information and is working with parents towards partnership with other agencies and providers, to address children's individual and ongoing needs. Children benefit from the inclusive environment, where their unique qualities are valued and they are encouraged to respect each other through the extremely supportive and positive role models offered by staff.

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

To further improve the high quality early years provision the registered person should consider:

- improve the availability of attractive book areas to increase children's spontaneous interest in books and literature.

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

Children are protected very well through staff vigilance and their excellent understanding of local safeguarding procedures. Robust staff recruitment and monitoring procedures ensure that children are cared for by suitable adults, while the effective steps taken to record and supervise visitors, further secures their safety. The regular review of comprehensive risk assessments ensures that any hazards identified in areas used by children are addressed promptly. Staff are well deployed to constantly provide children with high levels of supervision. Stringent induction procedures and ongoing training provides staff with up to date knowledge to enable them to support all children in the most appropriate ways. For instance, as most staff are trained in first aid, this means there are always sufficient, qualified adults to accompany children on outings.

Parents speak highly of staff and comment upon the extremely good progress made by children as a result of their input. They particularly value the daily feedback and feel confident that, should they raise a concern, this will be dealt with promptly and appropriately. They have access to colourful information boards which promote diversity and give a clear reflection of the aims of the organisation to support inclusion and meet children's individual needs. For instance, one poster depicts members of the staff team and their spoken languages, while another sets out the expectations on all, to value and respect each other. Parents also receive daily feedback sheets, bi-monthly newsletters and three-monthly profiles which keep them fully informed of children's development and educational progress. Parents are able to add their comments to the profile and share information about what children are doing at home. Management are currently working with parents to collate information about future educational provision and how the nursery can best support the transition process and continuity of care for children starting school.

Staff, parents and management contribute to the nursery's highly effective self-evaluation. This takes account of all aspects of the provision, identifying strengths, in addition to areas needing further development, to enrich the environment and provide improved support mechanisms for staff and children. To assist staff in widening their knowledge of the Early Years Foundation Stage (EYFS), management have set up a training library based on the Learning and Development and Welfare requirements. This ensures that all staff access related training to promote the outcomes for children. Staff and management work securely and effectively as a team. They are consistent in their approach to development and display an excellent capacity to maintain continuous improvement.

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

The indoor and outdoor nursery environment is rich in exciting play opportunities to capture children's imagination and provide them with healthy and stimulating experiences. Babies and toddlers have their own devoted outdoor play space and easy access to a sensory room, while older children enjoy an extension of the

indoor curriculum within a sheltered area of the garden. Here they can practise their writing and number skills in the 'Office' or use the wooden blocks to construct a road or houses. Two and three-year olds particularly enjoy the 'fishing' activity, while a variety of tricycles ensures all children are provided with appropriate challenges to develop coordination and strengthen their muscles. A number of additional activities such as dance, drama, French and 'Stretch and Grow', are provided as part of the curriculum, by visiting teachers. Children are keen to talk about these favourite activities and recall the days of the week when they occur.

Staff have a clear understanding of how children learn. Their flexible approach enables them to provide high quality support to promote children's very good progress in all areas of their learning, while at the same time, making excellent provision for their individual personalities and changing care needs. A natural progression occurs for children as they move through the nursery, joining as 'Wiggly worms', and eventually moving on to become fully-fledged 'Butterflies'. Daily routines and planning systems are organised extremely well to support this learning journey and give children the knowledge, understanding and self-assurance they need to help them feel valued in the wider world and contribute to their future economic well-being. Monitoring in line with EYFS has led, with increasing effectiveness, to a review of the three month planning system and the use of spontaneous and focused observations in planning for children's next steps and making assessments.

Throughout the nursery children are thriving and achieving. While babies and younger children smile and vocalise with increasing expression as they manipulate cause and effect toys, older children speak clearly with confidence and call upon a wide ranging vocabulary in their conversations with others. They learn to link sounds to letters, naming and sounding the letters of the alphabet as they readily respond to adults during a group phonics activity. Children enjoy stories with adults, as most of them become absorbed in an excerpt from a well-known book. The concentration of younger children in the group sometimes fluctuates. All children have access to a variety of books which are readily available in open storage containers throughout the building. These are not always positioned to best advantage and contain some books which are worn and tired-looking, resulting in children not always choosing to look at them spontaneously.

Adults teach children about keeping safe while at nursery, reminding them as necessary how to move around the building. They also talk about keeping safe on the road; colourful road safety posters reflect this. In hot sunny weather, staff talk to children about protecting themselves in the sun by applying cream and wearing hats. They have plenty of water activities outdoors and can access drinking water at any time. Children benefit from healthy nutritious food which is attractively presented and takes account of their individual dietary needs. Meals are captured in life-sized photographs and displayed in a colourful menu book in the entrance hall.

Staff provide excellent role models and treat each other, and the children, with respect. This results in children behaving very well. Children show excellent negotiation skills; for instance they talk to each other considerately about sharing dolls and dressing up clothes. Children learn about differences through everyday

activities, using dolls depicting different cultures or disability, and producing a collage about different religions. The diversity of the staff team is an added strength, supporting cohesion between management, staff and parents, and particularly benefiting the children with whom they clearly and easily identify. The manager has attended training in supporting children with disabilities and/or learning difficulties, and is able to cascade this on to staff. In addition a number of staff are trained in children's specialist health needs to ensure, should a situation arise, children can be given prompt and accurate medical attention.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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