

Kids R Us

Inspection report for early years provision

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09/03/2010

Inspector

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Type of setting

Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kids R Us nursery registered in 2009 and is one of a group of three privately owned nurseries. It operates from a church hall in Leytonstone in the London Borough of Waltham Forest. Access to the building is at ground level via a short footpath. The nursery is open from 7.30am until 6.00pm every weekday, all year round, except for bank holidays. The nursery also offers an out of school provision for older children. Children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children under the age of eight years, or in the early years age group, may attend the nursery and, of these, no more than 15 children may be under two years at any one time. Currently there are 39 children on roll, of whom 35 children are in the early years age group, three are on the compulsory part of the Childcare Register and one is on the voluntary part of the Childcare Register.

The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting currently employs 12 members of staff who work with the children. The manager, and the majority of staff members, hold relevant early years qualifications. Three members of staff are working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery offers a welcoming and inclusive environment where children enjoy a range of play activities. Staff work towards meeting individual children's care and learning needs, although the systems guiding their practice are not yet fully established. The nursery's engagement with parents is effective in helping to support individual children and influencing improvements in the overall provision. The manager is proactive in encouraging staff to seek training and to continually improve the outcomes for all children in the setting.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that hazards to children in the outdoor play area are kept to a minimum, this refers to discarded items of rubbish behind the sheds. 31/03/2010

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

- ensure that risk assessments identify all aspects of the environment that

- need checking on a regular basis
- ensure that operational systems are organised effectively so that all children's individual needs continue to be met appropriately
- review the use of resources and space in order to offer children a wider choice of play activities which encourage active learning
- develop the observational assessment and planning system to enable staff to focus and extend children in their learning.

The effectiveness of leadership and management of the early years provision

The nursery's paperwork is well organised and all the required policies are in place. There are set procedures for staff relating to the safeguarding of children. Staff know what to do if they have any concerns about child protection. Regular risk assessments and safety checks are carried out on the premises in order to minimise hazards to children. However, these are not always sufficiently thorough in identifying all aspects of the environment that need to be checked on a regular basis. On the day of inspection potential hazards in the outdoor play area had not been minimised adequately posing a potential risk to children. Staff are generally efficient in maintaining individual children's care and medical records. They organise weekly evacuation practices, so that children are aware of what to do in an emergency, and ensure that any outings are fully risk assessed.

Staff ensure that children feel welcome in the provision and are valued as individuals. They promote an awareness of diversity through the provision of a range of resources that reflect diversity and by celebrating different cultural and religious festivals. There is a close working partnership with parents which enables staff to cater for children's differing care needs. Parents receive an attractive brochure, which provides clear information about the provision. They also receive updates in the form of colourful, reader-friendly newsletters. Staff give daily feedback to parents and make available children's learning journeys on request so that parents are encouraged to become involved in their children's learning. They have the opportunity to exchange information with key workers at pre-arranged consultations.

Staff are attentive to children's well-being and maintain good adult child ratios. They supervise children well, joining in with their play, and sitting with them at meal times, offering support when necessary. However, staff are not well led in their use of the available space and resources in order to be able to provide a stimulating learning environment, where children have sufficient opportunities to make independent choices both indoors and outdoors. As a result children are sometimes over-directed, or expected to wait on others. Younger children are not always offered age-appropriate activities that encourage them to explore and become active learners. This weakness in organisation impacts on staff's ability to meet children's individual learning needs effectively.

The management team have introduced a system of self-evaluation to encourage staff to reflect on their practice. Staff have attended extra training in the Early Years Foundation Stage and have worked hard to create learning journeys for

individual children. Parents views are taken into account in evaluating the provision for children. The manager responds to their requests if she feels these will be of benefit to all, for example, she has recently introduced weekend books so that staff can talk with children about their activities at home and at present she is organising events for parents to enable them to learn more about the early years curriculum. She is also keen to establish closer links with local schools.

The quality and standards of the early years provision and outcomes for children

Children enjoy opportunities for free choice play during the day, for example, exploring paint in different ways, mark-making with chalk or washing dolls. They like to share books with adults and make music as they explore a selection of instruments. Staff engage children in conversation, helping them to develop their use of language to communicate. Very young children benefit from the freedom to explore attractive toys and play equipment which are set out on large mats in the smaller playroom. However, younger children in the main hall have little access to similar floor play activities and find table-top activities sometimes difficult to access. Children have good opportunities for outdoor play, and enjoy sessions in the sensory room, although children tend to be taken in groups for these activities and so do not benefit from the freedom to choose for themselves and follow up their own interests. Consequently some children lose interest in the play activities that are accessible at any one time.

Staff collate photographs, pictures and recorded observations of individual children, creating a visual picture of each child's progress in learning. These are helpful in determining children's next steps so that staff can move them on in their learning, for example, by providing different resources or activities to help them develop appropriate skills. However, their noted next steps are not specific to particular developmental skills, or aspects of learning, and so do not guide future planning effectively. Therefore staff are not able to use the written planning to focus individual children's learning and so meet their needs effectively. Children enjoy story and singing times, having fun as they join in, but these are not well planned to provide meaningful learning experiences for all children. There are good procedures in place to support children with special educational needs and staff liaise with parents to provide extra support for children who speak English as an additional language. A 'sounds and letters' scheme has recently been introduced to help children extend their skills in language and literacy, although staff do not always make the most of opportunities to interact and extend children as they join in play activities.

Staff promote children's welfare through implementing procedures relating to health and safety, although they are not always vigilant about checking areas for safety, for example, the outdoor play area. Children are secure in the premises and show increasing confidence in relating to adults so that they feel safe and secure in the setting, for example, younger children enjoy one-to-one attention if upset whilst older ones are confident in making their own requests. Children respond positively to staff's instructions and their self-esteem is boosted through much praise. They enjoy the social aspect of mealtimes and the nutritious healthy foods

that are on offer. When choosing fresh fruit at snack time they begin to develop an awareness of healthy lifestyles. In outdoor play children benefit from opportunities for exercise in the fresh air, for example, riding trikes and playing football. They enjoy exploring sand, water and construction toys. There is good access to fresh drinking water at all times. Children are able to rest according to their needs and avoid becoming overtired during the day.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met