

Kids Inc Day Nursery

Inspection report for early years provision

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Inspector Susan Jennifer Scott

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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*.

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Description of the setting

Kids Inc Day Nursery is one of seven nurseries run by Select Enterprises (South East) Limited. It is a privately run and managed provision and opened in 2005. It operates from five rooms in a purpose-built building. It is situated in the grounds of Bluewater Shopping Centre in Greenhithe, Kent. A maximum of 107 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered to care for no more than 107 children in the early years age group, of these, not more than 75 may be under three years, and of these, not more than 49 may be under two years at any one time. The nursery is registered on the Early Years Register. Currently, there are 144 children on roll who attend part time and full time. Children come from a wide catchment area. The nursery welcomes children with special educational needs and/or disabilities and currently supports a number of children who speak English as an additional language.

The nursery employs 29 staff of whom two are unqualified; all of the other staff, including the managers, hold appropriate early years qualifications. Additionally, the nursery employs a cleaner, a staff member responsible for maintenance and one chef.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The uniqueness of each child is recognised by staff who provide sensitive support for individuals. Children feel safe because there are good relationships with staff who have a positive partnership with their parents. All children make progress in their learning and development although there is not yet a secure system to track their development across all areas of learning. There are systems in place to safeguard children's welfare although induction procedures are not secure. There are many new staff members who have assisted in evaluating the provision and are making improvements as they become familiar with the provision. Children benefit from the spacious, attractive environment although opportunities for outdoor play for babies are more limited than for older children.

What steps need to be taken to improve provision further?

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

- use systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development

- ensure that babies and children have opportunities to be outside on a daily basis all year round with freedom to explore and be physically active
- organise premises and sleeping equipment in a way that meets the needs of children and protects their safety
- improve consistency by ensuring induction training is provided for new staff to help them understand how the provision operates and their role within it
- provide dual language books to raise awareness of different scripts and to match the languages spoken by families at the setting

The effectiveness of leadership and management of the early years provision

The setting has the required policies and procedures in place to safeguard children and to support their welfare. The managers and senior staff evaluate practice to ensure that they can improve outcomes for the children and parents. Action has been taken to address previous recommendations, although some, such as the system to use observations and assessments to plan for children, need further development. The staff form a welcoming team who are keen to build upon the positive experiences children have here. Staff understand their duty to safeguard children from harm or abuse and refer to the designated person in matters of child protection. Staff have risk assessments and procedures to ensure children are kept safe both inside the building and when they go outside. There is a particularly secure system to protect children when they go out of the nursery which uses photographs of children as a record. The managers protect children's welfare by vetting all staff to establish their suitability to care for children. The system of induction for new staff has not ensured consistent knowledge of procedures although there are regular quizzes at staff meetings to refresh their understanding of these. The certificates of registration and insurance are displayed and the policies and procedures, including one for complaints, are available to visitors and parents.

Children with special educational needs and/or disabilities are welcomed into the setting although the information to support these children is not effectively shared with managers at present. Some staff have trained to work with children with special educational needs and/or disabilities and there is support from the local authority to put strategies in place for these children. The staff assist in evaluating the provision and actively identify improvements they can make to benefit children. For example, the babies are now accommodated in two rooms, one of which was the physical play room and staff have monitored these changes so that adjustments can be made. Staff place a strong emphasis on supporting children and enabling them to be happy and achieve well. For instance, two children who are celebrating birthdays have a special cake made by the chef which they share with others at lunch and teatime. Children respond to this close relationship by settling in well and older children enjoy sharing their experiences with staff. However, there are limited opportunities for children to access resources that reflect different scripts and languages spoken by families at the setting.

Information is obtained when children first begin at the group to enable staff to accommodate children's individual requirements. There is a regular two way flow

of information and staff make parents aware of children's achievements and any concerns they may have. The termly record allows parents to contribute to the plans for their child and daily contact notes ensure all parents receive information about their children's routines and achievements. Parents spoken to at the inspection expressed their satisfaction with the service they receive and report on positive relationships with staff. There are systems in place to share information and obtain specialist advice and support for children's individual needs and this contributes to the partnership with other agencies.

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

Children enjoy a varied range of play activities to support their progress towards the early learning goals. They are confident and enthusiastically communicate with the adults who care for them, revealing secure relationships. Adults support children by working closely with them during their play, listening to what they say and encouraging them to express their own ideas. For example, staff encourage children to name their drawings using their name labels to copy from. Children are freely able to select the activities from the resources which are organised to reflect different areas of the curriculum and to support the children's interests and preferences.

There is a system for recording children's achievements and staff observe and assess their development. These observations are used to identify and focus staff's attention on children's next steps in one to one sessions or small group work. Staff use the Early Years Practice Guidance to reference their observations but do not have a reliable system to ensure that every area of learning is assessed and used to plan for progress on a frequent basis.

Children have access to a secure play area outside and experience some opportunities to explore the locality by going on walks. Many of the children enjoy observing the lake and wildlife or model boats from the large windows in their rooms. Older children experience frequent daily outside play but the babies access to outside has been limited, particularly recently.

Children benefit from procedures that protect their safety as they are cared for in spacious premises with all the appropriate safety measures in place. For example, there are fire extinguishers and first aid supplies easily available although emergency evacuation practices take place on the same day of the week which disadvantages some children who may not attend that day. Sleeping children are well supervised although when other groups of children walk through one room with sleep mats set out they pass very close to sleeping toddlers and there is no screen to protect these children. Children are able to sleep to suit their individual routines but sometimes children who are awake do not have free access to the usual toys and resources to play.

Children who need medicine to be administered are supervised by senior staff who ensure they follow parents' instructions, and medicines are stored safely. Older children confidently help themselves to tissues and pour themselves drinks of

water independently. The hygiene arrangements are mostly secure but there are occasional lapses such as staff forgetting to clean tables before lunch is served on these and scooping spillages back onto children's plates.

Children have opportunities to use a range of apparatus such as stilts and a climbing frame when they go outside although not all age groups do so on a frequent basis. There are limited opportunities to go on nature walks or other visits in the locality. Children learn appropriate personal hygiene practices by cleaning their hands with sanitizer and helping themselves to drinks of water or snack foods. They enjoy healthy snacks such as fruit which is available at a time they choose which ensures they do not feel hungry.

A variety of age-appropriate play resources allow children to experience play and learning which is adapted to suit their ages and stages of development. Staff make good suggestions to extend children's understanding of these by asking questions and providing support. For example, staff read stories and share books with children and show toddlers how to do handprints when they paint their hands instead of the paper. Staff constantly reinforce how children can keep themselves safe; for instance, when a child talks about the play dough sausages being hot, staff discuss the importance of being careful.

Children enjoy playing with musical instruments and sing songs. They have discussions with staff while doing crafts activities and at snack times while sharing food. Children's writing skills are developing well in the pre-school room as staff encourage them to write their names on work using their name labels. Puzzles, games and activities build upon children's understanding of numbers, shapes and colours and their conversations with staff develops their confidence.

Pre-school children use the computer and develop their hand-eye coordination by using a mouse to negotiate through the software programmes. They enjoy organising their own activities and benefit from the opportunities to engage in self-chosen games and play. For example, children like to play with toy vehicles and others enjoy imaginative role play in a small group. Children's behaviour is good and they respond positively to staff's instructions and requests by helping to tidy away resources.

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	3
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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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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