

# Kids Inc Day Nursery

Inspection report for early years provision

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**Unique reference number** EY292060  
**Inspection date** 02/09/2010  
**Inspector** ISP Inspection

**Setting address** 81-85 York Road, Ilford, Essex, IG1 3AF

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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.

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## **Description of the setting**

Kids Inc Day Nursery registered in 2004. It is one of a group of seven privately owned nurseries and operates from a converted building in Ilford. Access to the nursery is at ground level. Children have the use of several play rooms on the ground and first floors, the latter being accessed via internal staircases. There is a secure outdoor play area. The nursery is open every weekday, from 7.30am until 6.00pm, all year round. The day nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for a maximum of 112 children under eight, of whom 54 may be under three and 30 under two, at any one time. Currently there are 111 children on roll, all of whom are in the early years age group. The nursery employs 25 staff to work with the children and the majority of these staff hold relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery offers an exceptionally welcoming and inclusive environment for children. Its robust procedures and efficient systems are extremely effective in promoting children's welfare, learning and development. Children delight in a wide variety of play experiences, both indoors and outdoors. There is an excellent partnership with parents which contributes to children's individual needs being met at all times. The management team is proactive in driving improvement, ensuring that staff continually evaluate their practice and maximise opportunities to further improve the outcomes for all children.

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

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

- continuing to provide opportunities for staff to extend their knowledge and understanding of all aspects of the Early Years Foundation Stage.

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

The nursery's documentation is very well organized and maintained. There are rigorous procedures in place to ensure that children are safeguarded while in the setting. Staff have an excellent understanding of child protection procedures and know exactly what to do if they have any concerns relating to child protection. Detailed and thorough risk assessments are carried out in order to minimise any potential hazards to children on the premises. Records relating to health and safety are kept up to date and readily available for inspection. All adults in the setting are

made aware of any notable medical conditions or allergies amongst the children. Staff adopt a flexible approach to the daily routines so that all children can benefit from individual attention, for example, when settling in. Consequently, children feel valued and included within the setting. The nursery managers are fully engaged with staff, monitoring their practice closely and involving them in rigorous self-evaluation. The management team has introduced a variety of evaluative procedures, including a regular audit, a quality assurance scheme and projects such as 'narrowing the gap'. They are proactive in seeking advice, support and training from the local authority. The team is particularly keen that all staff are trained to a high level and have targeted this as an area for ongoing development. Their commitment to continual improvement is reflected in staff morale, which is very high. The nursery liaises closely with parents and carers, developing highly positive relationships that benefit individual children; for example, meeting the needs of children with severe allergies. Parents receive detailed information about the nursery provision and its educational programme. Staff communicate with parents and carers on a daily basis. A parent mentor scheme is particularly effective in offering support to parents and families. Parents are invited to special events at the nursery and regular consultations, so that they feel involved in nursery life as well as with their children's learning. Parents' views are sought at regular intervals and taken into account as part of the nursery's evaluative processes. The nursery is committed to working in partnership with other professionals to ensure that children and parents receive effective support and guidance when necessary. The nursery is extremely well resourced and this enables staff to create an exciting and stimulating play environment for children. Staff are deployed effectively throughout the nursery and consequently are able to interact with children very effectively. They make excellent use of the key worker system and the high adult child ratios, to continually support and challenge children in their learning. Staff act as exemplary role models for children, promoting a calm and relaxed atmosphere in all the play areas. They focus on the provision of an interesting selection of play activities indoors and outdoors which is particularly conducive to learning. A series of bright and informative displays around the nursery reflects children's engagement, showing their significant progress towards the early learning goals.

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

Children thrive in a homely and dynamic learning environment. They show high levels of independence and demonstrate an enthusiastic and positive attitude towards learning. They enjoy themselves immensely as they explore and discover, indoors and outdoors. The play rooms are set out with easily-accessible activities covering all six areas of learning. Children make their own choices, participate energetically and talk with confidence, as they engage in each learning experience. The outdoor area is a real asset, offering similar and different activities in a natural environment. For example, children can look at books in a wigwam, select dressing up clothes or play ball games. They especially enjoy the opportunities to explore creatively, for instance, in sand and water play or with paints and clay. Staff are adept at differentiating in order to meet children's

individual learning needs and adapting activities to suit those involved, thereby helping all children to progress according to their needs. Staff make excellent use of a comprehensive system of observational assessment to move all children on in their learning. Through regular and spontaneous observations they set individual next steps, which are then followed up and recorded to show children's progress in that particular area. In this way staff are able to focus on children's interests and stages of development, encouraging them to become active and inquisitive learners. The planned themes are used effectively to help children gain useful skills for the future, especially in the key areas of communication, literacy and numeracy. Children are involved in creating displays around the nursery, developing an awareness of writing for a purpose as they make marks, copy and write. They are continually engaged in conversation and problem solving as they participate in play activities and daily routines. Their behaviour is exemplary and they develop close relationships with each other, often having fun as they talk and laugh together. Children with special educational needs receive excellent support and are fully included in the educational programme. Children show a strong sense of security and feel very safe at the nursery. The premises are spacious and light, with safety gates in strategic places, so that children can move around freely accessing play activities. Very young children benefit from the flexible routines which allow them to play and rest according to their needs. Older children demonstrate very high levels of self-confidence and readily approach adults if needing help. They talk about and learn how to keep themselves safe in different situations. There are excellent opportunities for children to adopt healthy lifestyles. All children have access to the outdoor play area throughout the day and are able to acquire and develop skills as they take part in physical activities, such as parachute games. They are offered a wide variety of healthy and nutritious meals and can access fresh fruit, breadsticks and drinking water during the day. A well-equipped sensory room is available at all times, providing a fascinating learning experience for children of all ages.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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