

Wisdom Kids Nursery

Inspection report for early years provision

Unique reference number EY312766
Inspection date 28/09/2010
Inspector Shaheen Belai

Setting address 524 High Street North, Manor Park, London, E12 6QN

Telephone number 020 8478 2805

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Wisdom Kids Nursery was registered in 2005 and is privately owned. It operates from a community centre in East Ham, within the London borough of Newham. It is open each weekday from 8am to 6pm, all year except during public holidays. Children attending the nursery are cared for on the ground floor of the community centre. They have access to a large play area, which also accommodates an area for children under two years, an outdoor play area and associated facilities. The first floor of the community centre is used by adult members of the local community.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are currently 38 children aged from 10 months to under five years on roll, some in part-time places. The nursery is able to support children with special educational needs 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 nine members of staff, this includes the manager, of whom all hold a recognised early years qualification. One member of staff is currently working towards a childcare degree qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in an interesting and nurturing environment, where they are valued and acknowledged as individuals. Children's needs are effectively met as staff work closely with parents, who have access to most policies and procedures. Links with other agencies are in place and being developed with other childcare settings. Children enjoy a good range of activities and challenging experiences which help them to make good developmental progress. Resources are very well deployed to ensure children's safety and enable them to become active learners. Effective monitoring and evaluation of the provision enables staff to identify areas for improvement, allowing the setting to make significant improvements since the last inspection.

What steps need to be taken to improve provision further?

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

- include in the safeguarding policy the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and welfare) 08/10/2010

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

- provide additional and appropriate props to extend children's learning when engaged in imaginative play
- ensure that information is gained in relation to children's starting points at the time of commencement via discussion with parents to enable staff to plan accordingly to individual learning needs of the children.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment and induction arrangements ensure staff who work with children are suitable to do so. Staff demonstrate a good knowledge and understanding of safeguarding children procedures and help children to understand how to keep themselves safe. Staff attend regular training to develop their skills and to enhance the care children receive. Systems are in place to effectively monitor and evaluate the provision to identify priorities for improvement, which involve staff and parents. The setting is currently participating in a quality assurance scheme, to enable them to achieve recognition for specific areas of the service provided. There is a strong emphasis on raising standards, continually improving the provision and self-evaluation is good. All recommendations from the previous inspection have been met.

Staff work with parents and other agencies to support the children's needs so that they are included in the daily routine of the nursery. The nursery manager provides strong and effective leadership which means staff work well together as a cohesive team, presenting positive role models for children. The provision is well-organised and staff are effectively deployed so children are safe and supervised at all times. Clear risk assessments have been developed and are generally carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Comprehensive documentation is in place for the effective running of the nursery and underpins the good practice at the setting. Policies and procedures are understood and implemented effectively by all staff and shared with parents. Although staff are aware themselves, the safeguarding procedures provided to parents do not include the procedure parents should follow if they are concerned a member of staff may be abusing their child.

The nursery works well in partnership with parents; parents speak very highly of the setting and in particular of systems of communication and regular feedback on children's development. Staff demonstrate an excellent understanding of the benefits of working closely with parents; they strive to provide frequent opportunities for parents to become involved in their child's learning. Good settling-in procedures that are based around their individual needs helps to support children in the transition between home and the nursery. Parents are well-informed about their child's progress and achievements and they have regular opportunities to share what they know about their child.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage; this enables them to offer challenging activities and practical experiences to support children's learning and development. Flexible planning is in place and is based on children's development and interests which means staff can be responsive to children's changing needs and interests. Staff carry out regular observations of the children as they play, these are used effectively to assess progress and plan for the children's next stage in learning. Although staff know the children in their care well to support ongoing progress, they do not always develop a system of records to monitor initial starting points. Therefore, children's progress is not effectively monitored in the early stages. Parents are encouraged to support children's learning in the home environment, for example, they borrow books and story bags to take home regularly.

Outdoor play is provided daily and children practise various skills, such as balancing, riding bikes and building with large construction. Staff clearly recognise the importance of all the outcomes for children and how they impact on each other. For example, staff help children to keep safe and adopt healthy lifestyles through meaningful, practical experiences such as reminders not to run indoors and accessing food that reflects a healthy and nutritious diet. Activities planned and provided clearly link into the six areas of learning, this ensures children are active learners, creative and think critically. Children have a strong sense of independence, such as serving themselves at meal times and making choices in their play. Resources, activities and the celebration of festivals enable children to address diversity with a positive approach and develop a sense of respect and a strong self-identity.

Children are relaxed and confident in the nurturing care of staff; they are confident and developing good self-esteem because staff are attentive and value their contributions. Babies are readily soothed by staff who provide comfort and reassurance which helps babies to feel safe and secure. Babies are cared for according to their individual routine, such as individual feeding, and sleep patterns are followed. They enjoy a range of sensory and tactile play activities, such as playing with sparkly sand and exploring different sounds. Children develop good relationships with one another and their behaviour is very good. Children explore their creativity through a good range of first hand experiences. Children show great delight and enthusiasm as they engage in a range of stimulating activities. For example, they enjoy scrubbing the numbers on the outdoor wall with brushes or building large towers with a range of construction materials. They freely produce drawings and samples of the range of creative activities they participate in and these are displayed for others to admire and enjoy, thereby promoting a sense of pride in their achievements.

Although the regular provision of imaginative play allows children to interpret their own ideas and be creative, props and additional resources are lacking to allow children to extend their play further. Children count with confidence and

demonstrate good problem solving skills as they identify numbers on display or when sorting out bricks by shape. Babies and toddlers develop coordination as they begin to feed themselves and older children competently use cutlery at mealtimes. Babies who are mobile explore their immediate environment with growing curiosity and excitedly investigate how interactive toys work. Children and babies have daily opportunities to share and enjoy books, rhymes and songs. Older children are confident communicators because staff are interested and listen to their ideas and opinions. They initiate conversations with staff, eager to share their knowledge and demonstrate what they can do. For example, they are able to compare activities from one week to another and demonstrate what they have learnt. Babies enjoy push and play resources, whilst older children confidently use the computer, a digital camera and voice recorders. These activities effectively support the children's future economic well-being.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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