

Alert Kids Day Nursery

Inspection report for early years provision

Unique reference number	EY282548
Inspection date	18/04/2011
Inspector	ISP Inspection
Setting address	806 High Road Leyton, London, E10 6AE
Telephone number	0208 558 8503
Email	
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Alert Kids Day Nursery is run by Alert Group Limited. It opened in 2004 and operates from six rooms in a purpose built building. The premises are situated to the back of the Children's Information Service office in the London borough of Waltham Forest.

The setting is registered to care for a maximum of 76 children in the early years age group. There are presently 74 children on roll some of whom attend on a part time basis. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. The group employs 16 members of staff, all of whom hold a childcare qualification. The setting supports children with English as an additional language and those with special educational needs and/or disabilities.

The nursery is open each weekday from 07:30 am until 06:30pm all year round except for bank holidays and Christmas . All children share access to a secure enclosed outdoor play area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes children's welfare and learning well in a safe and very inclusive environment. Relationships are warm and positive, so that all children feel secure and develop confidence and independence. The setting works closely with parents and other providers, helping to support children's development and learning. The children's individual needs are well met, as the setting supports each child and recognises their uniqueness. Inclusive practice is generally well promoted and children are valued and respected as individuals. The setting has a good capacity for improvement, as the manager and staff are continually planning for improvement and monitoring the quality of the provision that is offered to each child.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement.
- further develop the systems to ensure that children's own cultures and backgrounds are fully promoted

The effectiveness of leadership and management of the early years provision

Children are safeguarded, as effective policies are in place to ensure children's welfare. Safeguarding responsibilities are well understood. Staff are clear about the signs and symptoms that indicate abuse, are fully aware of the procedures to be followed should concerns arise and all staff have attended training. This protects children from potential harm. A full set of policies and procedures are in place and are followed by the staff, to ensure children's welfare is effectively safeguarded and promoted. Effective management structures are in place and communication with staff is good. Clear and robust procedures are in place for the recruitment and vetting of new staff and this ensures that all adults working with children are suitable to do so. Staff appraisals are carried out and the management monitor all staff on a day-to-day basis. Thorough risk assessments are made for the setting, activities and outings, and all are regularly reviewed and dated.

The setting supports diversity appropriately by ensuring the provision is inclusive for all families, through the policies available and by ensuring all children, parents and staff are welcome whilst at the setting. The environment is well organised allowing children to move freely and independently access a wide range of age appropriate resources. The staff work well as a team and they know their roles and responsibilities. They implement routines to give children a broad range of experiences. The children benefit from well deployed staff that consistently interact with them and offer effective support and encouragement, which helps children feel secure and confident. Most of the required documentation, such as emergency contact and registration details are in place and are easily accessible. However, the child protection policy does not contain the procedure to follow in the event that an allegation is made against a member of staff.

Staff develop very trusting partnerships with parents, they work very closely with them to help children settle and promote their ongoing welfare. Parents are welcome to stay and settle their children, if appropriate, and are encouraged to share valuable information about children's likes, dislikes, family backgrounds and routines. This ensures each child's key person can help them to settle quickly and establishes a firm foundation for their future. Staff make time to chat to parents on a daily basis, keeping them informed about their child's day. Communication systems, including notice boards, open evenings and newsletters extend informal information sharing and strengthen partnerships

Staff are extremely enthusiastic and have a high level of commitment towards continuously improving practice and their individual learning. Staff enhance their skills by attending regular training courses and sharing this knowledge with the staff team. The manager gives good support to staff through constant guidance, staff meetings, and appraisals. The setting is pro-active in identifying areas for development. They regularly seek and act on the advice and support from the local authority, early years advisory team. This demonstrates a willingness to continually improve and has a positive impact on the care and learning provided

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

Children are making good progress in all areas of learning because of the staff's knowledge of their individual needs. Staff provide an environment where children have a choice of practical activities and are learning through both adult and child led play. As a consequence, children can progress at their own pace. Plans of activities consistently cover the six areas of learning and are implemented flexibly to reflect children's interests. Staff carry out regular observations which are linked to the principles of the Early Years Foundation Stage. This shows what children can do and include the next steps in their learning; however, these are not routinely followed through. Children's work is valued and used for display purposes, providing a colourful and stimulating environment. Children benefit from staff that have a good understanding of how children learn and extend their learning using positive teaching and questioning.

Children use practical activities such as mark-making as they either use their fingers or paintbrushes with sand, shaving foam and water, demonstrating how they make marks in different ways. They progress to using paper and pencils and eventually are able to form recognisable letters to write their names. Older children make good use of the ICT area as they confidently manoeuvre the mouse and choose their chosen software, where they use word art to create design and practice letter and number formation. Children's language is developing well through staff confidence in using open ended questions that challenge and extend children's learning by encouraging them to think for themselves. Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned craft activities, play dough and joining in with singing and action rhymes. They enjoy playing with the sand and water, where they use tools such as spades, funnels, jugs, and buckets. Their learning is further extended with materials such as glitter being added to water play. They use their imaginations well in various play situations; for example, during role-play, they act out familiar routines such as cooking and washing up. Younger children engage in music sessions where they sing songs and move their bodies to the actions. For example, whilst singing "down in the jungle", they are encouraged to wiggle and clap in line with the music. They become excited when they use the large animal hand puppets to represent the characters in the song.

Good use is made of the outdoor area which provides children with free flow access between indoors and outdoors. The well developed outdoor area provides children with many experiences to develop their physical development, as they ride bikes, play with the hula hoops and practice netting the ball in the basket net. The inside soft play area enables children to be active inside and this provides them with the opportunity to balance and climb. The setting is active and promotes links with the community. They visit places of interest such as Brook farm, Paradise Park, and Hollow Park. In addition, the dentist ensures they are maintaining links with the local community hence enhancing their personal and social development. Children are cared for in a welcoming environment that supports diversity. For example, children learn about the differences in people and families through some positive images displayed of children and adults. The provision celebrates a variety

of festivals and events, such as the Chinese New Year and black history month. In addition, staff show a suitable knowledge of individual children's backgrounds; However, children's own cultures and backgrounds are not fully promoted or reflected in the activities or experiences available to ensure the effectiveness of equalities and diversity within the provision.

Children feel safe, as staff have loving and caring relationships with them. They form strong attachments to adults and other children within the setting. Children are polite, well behaved and learn to consider the needs of other people. The staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a good level of sensitive and appropriate support.

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	3
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
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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

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