

# Kidstreet Nursery

Inspection report for early years provision

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**Unique reference number**

103774

**Inspection date**

27/04/2011

**Inspector**

Karen Scott

**Setting address**

Unit E, 29-38 Jenkins Dale, Chatham, Kent, ME4 5RD

**Telephone number**

01634 848222

**Email**

stevencooper@kidstreet-nursery.com

**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

Kidstreet Nursery is a private nursery provision. It opened and was registered in 2004 and operates from four rooms in an adapted industrial building close to the centre of Chatham, Kent. A holiday club runs in the building in school holiday times. Children have access to two enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year excluding bank holidays and Christmas Eve.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 108 children under eight years of age may attend the setting at any one time; of these no more than 30 may be under two years of age at any one time. There are currently 118 children aged from birth to under five years on roll and children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 28 members of staff working directly with the children, 26 of whom hold appropriate early years qualifications to at least National Vocational Level 2. Two members of staff are undertaking further qualifications. The nursery provides funded early education for three and four-year-olds and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an extremely safe and secure environment that is inclusive and welcoming to all children and their families. Listening to children and their families helps the nursery to meet individual needs and to provide high quality experiences across all the areas of learning. The nursery is highly reflective, and everyone's views and opinions are valued in order to maintain the continuous improvement which is beneficial to 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:

- build on what parents and carers add to their children's 'Learning stories' to promote a shared understanding of children's individual needs and further involve parents in practical ways to support their child's learning and development.

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

Children play in a very secure environment as their safety and security is of the highest priority to the nursery. Extremely thorough and robust assessments review everything that children come into contact with at the nursery and when on outings, helping to minimise risks. A secure entry system, digital closed circuit television and excellent deployment of staff all help the setting in its aim to keep children safe at all times. Staff have comprehensive awareness of their role in safeguarding children. This includes possible signs of child abuse and the procedures to follow should they have any concerns about a child in their care. These policies are shared with parents and carers as well as information about where they can seek further support should they require it. The nursery is clean, and strong procedures are in place to promote good hygiene such as staff cleaning their hands with gel before entering different rooms and removing their shoes before going into the baby room.

Toys and resources are suitable for the ages and stages of development of the children attending and are monitored to ensure that children are participating in a broad range of activities and learning experiences. Children are flourishing in a setting where they receive excellent support from staff who are skilled at knowing when to interact with them - and when to stand back and let them lead their own play. They also provide positive role models who are calm and supportive of the children and of each other. Staff place themselves in the role play area, for example, acting out experiences and encouraging children to model what they observe, enhancing children's experiences and learning. Staff are also skilled at picking up on children's individual interests and adapting play to meet their needs and therefore encourage individual learning. Children approach all staff for support and guidance but key persons are those that they have formed the strongest bond with. This shows that this system of care works well and has clear benefits for the children.

The nursery benefits from highly qualified staff who are very keen to expand on their knowledge through regular training which they cascade down to other staff and use to enhance and expand on their own practice. The nursery is committed to sustainability and encourages children to recycle all rubbish. The nursery is very keen to provide an ever evolving service that improves outcomes for children and their families. To aid them in this they continuously evaluate their setting, valuing the views of parents and carers who fill in questionnaire forms that are available at each room, and encourage verbal feedback verbally on an informal basis. Children's opinions are taken into account too as they comment on what they have participated in and make suggestions as to what they would like to do in the future. Recommendations made at the previous inspection have been acted on, improving outcomes. For example, the recording of medication and accidents now includes the surnames of children and privacy is more respected in toilets. The group liaises with other settings, sharing good practice. Target plans are exceptionally well devised and changes are monitored extensively to ensure that outcomes are improved. Consequently children benefit from attending a setting that is ever evolving to meet their group and individual needs.

The nursery provides a warm and welcoming environment for all and there is a feeling of everyone belonging to one big family. However, an exceptional knowledge of each child's backgrounds and needs helps the staff to support each child and their family individually. The diversity of the families attending is acknowledged and celebrated. Children participate in a range of festivals that are important to them and parents/carers are encouraged to come to the nursery and share their celebrations with everyone. For many of the families English is an additional language, Policies and procedures contain introductions in a range of languages and the group works hard to translate documents for parents. They are in the process of making a book with pictures and words that can be read and heard in various languages. and staff take time to learn important words in order to communicate with both children and their parents. There are also books in a range of languages for children to read. Positive images and toys reflecting diversity are available throughout the setting.

The nursery has been accredited as an Autistic Friendly Status nursery and they work very closely with other settings providing specialist care ensuring that children with autism are receiving the full support and guidance they require. When children attend other settings delivering the Early Years Foundation Stage the nursery has good procedures in place to work with them to promote development. However, as parents and carers are expected to take the lead, this is not always happening successfully. Transition forms are shared with schools that children are due to attend in order that children's learning will be continuous.

Parents and carers are welcomed warmly to the setting and have formed highly positive relationships with key persons and other staff. The lobby area is very welcoming and there is a wealth of helpful information for parents and carers about the nursery and other issues related to caring for young children. There are also library books that can be taken home to read and share. The settling-in process includes parents and is individual to each family. Information is exchanged which helps the setting to meet each child's normal routine and provide experiences that will help them to settle quickly. They also help staff to learn children's starting points and to plan accordingly. Daily diaries, newsletters and ideas to help prepare children for primary school are received gratefully by parents and carers. The nursery is very keen that parents and carers contribute to children's Learning Journeys to share in their learning, These are sent home regularly. In the rooms where the Learning Journeys are easily accessible to families this is happening more successfully and children enjoy adding photographs and drawings to them when at home. The setting invites families to the nursery regularly to participate in celebrations and this is thoroughly enjoyed by parents and carers. Some parents are also keen to share their careers and life-stories with children. Staff work very closely with parents and carers to manage children's behaviour whilst at the nursery. Overall parents and carers are extremely happy with the safety of the setting and the support their families receive.

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

Children have a strong feeling of security at the nursery and have formed strong relationships with staff and their friend. They are extremely pleased to see each other on arrival, greeting each other warmly. They have an exceptional understanding of how to keep themselves safe explaining in fine detail why they do not put small toys into their mouths, for example. When reminded by adults about safe play, the children listen and take on board what is being said, adapting what they are doing in order to keep safe. Children readily approach staff for support and guidance when they require it and talk about things of interest competently. Babies benefit from high quality adult interaction and exemplary organisation which helps them to feel safe and secure. Children are comfortable when visitors are there as staff introduce them and explain the reasons for them being there. Visitors such as fire-fighters enhance children's understanding of safety issues and of the wider community beyond the nursery.

Children are independent users of the toilet facilities and are encouraged to take charge of their own personal routines supported by staff who offer tissues and wet-wipes when needed. Children are given lots of individual attention at nappy changing time and this is a period of positive interaction. Overall privacy is respected but when nappies are changed in the bathroom in the soft play area privacy is not secured for all children.

Children enjoy a range of nutritional foods and eating times are social occasions. New foods are introduced and children are encouraged to develop a range of tastes. Older children's independence skills are promoted as they serve themselves and pour their own drinks. The older babies feed themselves showing high levels of independence, supported by caring staff. However the snack time for the middle aged group of children can be chaotic as staff are slow to fully support children and knives are not offered at lunch time to encourage children to develop their dexterity and eating skills. Although they are not currently pouring their own drinks at the table, jugs are available at play-time with water to encourage children to prepare to use this skill at snack time. Children are able to help themselves to drinking water whenever they wish, ensuring that they are not thirsty. However alongside milk and water, they are offered squash to drink and very young children drink it very quickly. Children especially enjoy physical play in an indoor soft play area and in the garden. This play is at set times not giving children choice although they do chose whether to play in or outdoors.

All children are confident members of the nursery and show high levels of concentration at activities both of their choosing and those that are adult led. Children are polite and are praised for being so. They are kind and compassionate towards others and help new children to settle into the routine explaining processes. They offer toys for sharing and invite children to sit with them at tables, getting chairs for them. Toys and resources are clearly labelled enabling children to make choices about what they play with. Artwork is displayed prominently making children feel that they have created is valued and children are very proud of their own achievements. Positive images are appreciated by the children who take time

to study what is displayed at their eye level. Children enjoy taking the 'nursery bear' home and sharing his adventures with everyone else.

Children's behaviour is exemplary and they think about how their behaviour affects others. Children are developing strong skills for the future. They are encouraged to be active, inquisitive and independent learners resulting in them having a strong desire to solve problems - when constructing, for example. Children undertake complex tasks together, taking turns to construct recognisable objects that serve a purpose. Babies have ample room to explore their surroundings and are developing excellent early skills that will stand them in good stead and show exceptional comprehension when listening to staff. The use of questioning that is not intrusive, and the introduction of new words mean that children's language is continuously developing. Visitors from the local community help children to gain an understanding of others and the world around them.

Each child has a written Learning Journey and older children look at them whenever they wish, taking them from their own drawers, revisiting past events and enjoying the photographs. They also like to add their own drawings to them and celebrate their achievements. Key persons add written and photographic observations to the Learning Journeys as well as artwork, and encourage parents and carers to share in their children's learning journey. Observations are used to assess children's stages of development and to plan for their next steps. Children's attainment is logged on easy-to-read charts so that it may be shared with parents and other professional when necessary. This also helps staff to see instantly where children require further support and in what areas of development may be missing or where children need more support to experience new things. This is helping the nursery to provide experiences that meet both individual and group needs and helps children to flourish.

The nursery plans themes and older children help decide what they are to be. For example, children are currently interested in characters from television, films and books and have decided that they would like this to be their theme and are looking forward to it very much discussing what their favourite television programmes are and what activities they could do to share their interest with others. Children are divided into age groups but also progress through to different rooms when it is developmentally appropriate and Learning Journeys pass through the whole nursery to promote continuous learning. Each room is divided into different areas of learning but toys and resources are moved around to encourage varied learning. For example, a current interest in a marble run has resulted in it being added to the sand tray in order to build on children's experiences.

There are comfortable areas for children to look at books and they seek out staff to share their favourite stories with them resulting in even the very young having a good grasp of how books are organised and an enjoyment of books. The written word is displayed prominently around the nursery and children realise that words have meanings. Mathematical concepts such as counting and shape and number recognition are introduced into play. Children enjoy looking out of the large windows and pictures help them to think about and discuss what they see. They grow produce in the garden and enjoy eating the vegetables and experiencing the different tastes.



Children are competent users of the computer and use headphones confidently. The younger children play with a range of programmable toys. Children place postcards around a map of the world and after a French theme have remembered some French words which they take pride in saying and explaining what they mean. Artwork is often based around a theme such as painting flags but is individual to the child making it. Children use their imaginations to great effect in role play, using objects to represent others. For example, a child puts a basket on his head saying that it is a helmet. The garden has recently been refurbished to provide an extension of the indoor learning environment as well as opportunities to develop gross motor skills on ride on cars, for example. It can be used in all weathers and particularly provides a fantastic sensory experience for children. Overall children are making excellent progress through the developmental stepping stones .

## 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	2
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	2
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

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