

Kids & Co Day Nursery

Inspection report for early years provision

Unique reference number 509604
Inspection date 06/06/2011
Inspector Justine George

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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 and Co Day Nursery is privately owned and has been registered since 1990. It operates from an end of terrace house in Blackheath in the London Borough of Greenwich. The facilities include a kitchen, toilets, laundry room, two play rooms and an enclosed garden.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. It provides care for 21 children aged between two and five years, of whom 10 children may be aged under three years. There are currently 35 children on roll who attend various days during the week. The setting receives nursery education funding for three or four-year-olds. The children are grouped according to age and ability and have a base room. The nursery is open five days a week, from 8am to 6pm. It closes for one week at Christmas and all bank holidays.

The nursery provides support for children with special educational needs and/or disabilities and who speak English as an additional language. The nursery currently employs nine members of staff. All staff hold appropriate childcare qualifications with a high majority of staff trained to level three and higher. The nursery receives support from an advisory teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a good foundation for children's care and learning in addition to family life. The staff team are very knowledgeable of children's individual needs and fully utilise the Early Years Foundation Stage framework. As a result, children make good progress in their all round development. Staff are dedicated, caring and committed towards driving improvement. Effective systems are in place to further improve the outcomes for children. The setting runs effectively as staff are fully aware of the policies and procedures. Most of the required documentation is available.

What steps need to be taken to improve provision further?

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

- ensure that records are easily accessible and ready for inspection (Safeguarding and promoting children's welfare) 01/07/2011

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

- review the routines to reduce the time children spend sitting down so that young children can pursue their interest in exploration and play
- support children's growing independence as they do things for themselves; for example, by providing resources and equipment that children can access for themselves to further extend their ideas

The effectiveness of leadership and management of the early years provision

Safeguarding procedures suitably promote children's safety and welfare. Robust recruitment procedures ensure staff's suitability in working with children and the required checks are carried out on all staff and adults living on the premises. However, some of the required documentation was not available for inspection, which is a breach of welfare requirements. The setting's policies and procedures reflect current practice and are understood by all staff. The setting is safe and secure and staff fully understand their responsibilities in protecting children from unvetted adults. Visitors are accounted for and there are good systems in place in the event of an unfamiliar adult arriving to collect children. Risk assessments identify and eliminate hazards in the setting and staff supervision helps to reduce the risk of accidents. In the event of any accidents children are well protected, staff have kept their first aid training up-to-date and parents are informed. Vulnerable children are protected as staff have sound knowledge of child protection issues and the referral procedures. There is also information available that is a good reference tool for staff to refer to, which provides clarity in the event of any uncertainties.

Leadership and management are good. They have clear expectations about the setting's future and inspire the staff team in working towards securing improvement. The staff team are very dedicated and enthusiastic, working well together. They have good opportunities to further their career development through training and working towards higher level qualifications. Staff's knowledge and skills are fully utilised, resulting in a team who are valued and motivated. Staff implement their ideas, including the Forest School initiative, and recognise and address issues surrounding the difference in gender play. Staff are well deployed in the setting so that children are well supported throughout the day. Children have a good range of resources and most of these are accessible, enabling children to develop their play ideas.

Equality and diversity is well promoted in the setting. This is due to the excellent partnership with parents and other practitioners involved in the care of children. Staff seek and share excellent information about the setting and children's progress with parents, throughout the child's time at the setting. Parents contribute towards assessment and planning by sharing family experiences children pursue; as a result, essential family life experiences are truly valued and staff value parents as educators, embracing a holistic approach. Through effective partnership working any concerns are promptly shared and systems implemented to support children, narrowing the achievement gap. For example, the expertise of other professionals is sought and the outcome is acted upon effectively, ensuring

continuity and consistency of care.

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

Children's safety and welfare are well promoted in the setting. The staff are very clear of the procedures in the event of a child becoming unwell or if they need medication. Children's dietary needs are adhered to, they have opportunities to rest throughout the day and active lifestyles are promoted. Children have daily opportunities for outdoor play in a garden that has recently been developed. They have opportunities to climb and participate in large construction play. The children enjoy digging and planting and there is a very impressive selection of herbs and edible items. Consistent hygiene routines are in place throughout the day; for example, children wipe their hands before eating. Nappy changing procedures are hygienic and the provision of soap and regular checks ensures that the toilet area is clean for children to use. Children have fresh bed sheets to sleep on, although, mattresses are not cleaned after each use to reduce the risk of cross infection.

Children make a positive contribution in the setting. Staff have realistic expectations of the children and they model good examples of behaviour. For example, staff welcome children and families warmly and demonstrate good manners by saying please and thank-you, for children to copy. Children are well behaved and staff used effective methods to encourage positive behaviour. For example, adults use explanation to develop children's understanding and talk about the behaviour that is required. Children are confident in the setting and have developed positive relationships with staff members. Children are articulate and readily talk about their experiences in both large and smaller groups. Children are independent, which in the main is recognised and extended. However, there are times when this is not fully encouraged; for example, children do not serve themselves food or pour drinks at lunch time. Also, during some activities children cannot access aprons, clay tools or sticking materials independently to fully maximise opportunities for autonomy.

Children enjoy, achieve and develop good skills for the future. Children with English as an additional language are well supported in the setting. Staff take time to find out familiar words in their home language, using correct pronunciation to support children when they first start at the setting. The use of picture cards is a new initiative and supports children in understanding routines and changes in events during the day. Children learn about the diverse society in which we live through outings within the community and the celebration of cultural events throughout the year. Resources depict positive images of diversity and effectively minimise gender stereotypes.

Staff are very knowledgeable and implement the Early Years Foundation Stage framework very effectively. They understand the importance of regular observation. They make written notes and use many photos to highlight the experiences and wonderful learning opportunities. Observations are used to identify where children are in their stage of development. In addition, observation

informs planning and the next steps in children's learning and development. New children are very well supported in their personal, social and emotional development. They form relationships with staff and sensitivity is shown in helping children to separate positively from their parents. Children are also made to feel secure by having special items from home, such as a security blanket. In the main, children spend the day engaged in various play experiences and adult directed activities. However, at times children spend long periods of time sitting down rather than utilising the time more effectively in child initiated play. For example, children come together for a group session and then sit down for snack before rejoining in a group for a story. As a result, some children loose interest and are not purposefully engaged. Staff plan for children's interests well and relevant experiences are provided to extend this further. For example, children are very interested in sea creatures and talk about their holiday experiences. As a result, sand play and small world activities are planned. Overall, the environment is enjoyable and stimulating where children can grow and develop and get ready for the next challenge of school life.

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	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	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

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