

# Bright Kids Kindergarten

Inspection report for early years provision

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**Unique reference number**

EY412713

**Inspection date**

10/05/2011

**Inspector**

Jane Davenport

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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*.

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## Description of the setting

Bright Kids Kindergarten is a privately owned nursery which registered under new ownership in 2010. It operates from two floors of a converted premise, which is situated in Stratford, in the London borough of Newham. The nursery does not have its own outside play area but there are several local parks nearby. Access is via a buzzer system and there is a step to the front door. The nursery operates from 8am to 6pm Monday to Friday, all year round. It is registered to care for 58 children in the early years age group, of whom no more than 18 may be under the age of two at any one time. The nursery is registered on the Early Years Register and there are currently 39 children on roll in the early years age group. Children who have special educational needs and/or disabilities and those who have English as an additional language are supported at the setting. The nursery employs nine members of staff, including the manager, all of whom hold appropriate childcare qualifications. Staff receive support from an advisory teacher from the Newham Early Years and Childcare Partnership and participate in the 'Pathway to quality' quality assurance scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The kindergarten is a friendly place where children are happy and settled. However their safety is compromised because of failings in risk assessment, food safety and the lack of sufficient staff trained in first aid. As a result the provision is in breach of requirements set to safeguard children's welfare. The staff team provides a suitable range of activities, which are age-related and adequately cover the areas of learning of the Early Years Foundation Stage. This ensures children make steady progress in their learning and development. Partnerships with parents are positive and staff gain suitable knowledge of each child's individual needs to sufficiently promote inclusive practice. Systems for evaluating the service have not been established and as a result the identified weaknesses have been overlooked; nevertheless, management demonstrate a commitment to improvement of the provision and outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep a consistent daily record of the names of the children looked after on the premises, their hours of
- 30/06/2011

- attendance and the names of the children's key workers (Documentation)
- maintain a record of risk assessments, stating clearly when they are carried out, by whom and identifying aspects of the environment that need to be checked on a regular basis (Premises, environment and equipment) 30/06/2011
- make sure that at least one person who has a current paediatric first aid certificate is present on the premises at all times when children are present; this also applies to all outings (Promoting good health) 30/06/2011
- promote the good health of the children by taking necessary steps to prevent the spread of infection, with particular regard to storage of baby feeds (Safeguarding and promoting children's welfare) 30/06/2011

To improve the early years provision the registered person should:

- consider ways to improve the organisation of meal times for the older children in order to encourage independence in everyday activities and maximise their learning opportunities, with particular regard to problem solving and numeracy
- develop further the system for self-evaluation to further promote continual improvement in the service provided.

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

The setting fails to fully ensure that children's welfare is safeguarded. Staff at the setting have an appropriate understanding of possible signs and symptoms of abuse and the steps to take if they have concerns about any of the children in their care. All staff are appropriately vetted to ensure that they are suitable to work with children and visitors to the setting are required to identify themselves and sign the visitors' record, which further protects children. However, only one person currently holds a first aid qualification. This means that there is not always someone with up-to-date first aid training on site or on outings, as required. For example, on the day of the inspection the first aider left the kindergarten to accompany children to the park; this left the kindergarten without someone trained to deal with any injuries sustained in the absence of the trained individual and this compromises children's welfare and is a breach of regulations. Daily checks are carried out on the premises and the environment is generally safe. However, a full risk assessment covering all aspects of the environment that need to be checked on a regular basis has not been completed, which can result in some potential hazards being overlooked, such as accessible cleaning substances. The system for recording children's attendance generally works well. However, there are occasions when children are not signed out at the end of the day resulting in an incomplete record of children's hours of attendance. These issues constitute further breaches of regulations. In addition arrangements for the storage of baby feeds fails to safeguard children against the risk of infection. Baby feeds are prepared in the

baby room and left without refrigeration until they are needed.

The kindergarten does provide an inclusive service. Staff gather details from parents regarding children's individual needs to help meet children's needs but these needs are not met fully due to the inadequacies in safeguarding measures. Children who have special educational needs and/or disabilities are supported by dedicated key workers; space and equipment is adapted as required. Resources, which include many positive images of society, are deployed appropriately so that children can self-select what they wish to play with. Comfortable furniture such as armchairs, cushions, low tables and chairs help to create a homely atmosphere where the babies and younger children can explore and play in a stimulating environment. Partnerships with parents are good. An effective two-way flow of information ensures that they are kept well informed about their children's participation and progress. Staff are aware of the benefits of working in partnership with other professionals involved in children's care and they liaise effectively, for example, with the physiotherapist, in order to provide consistency of children's care and routines.

A formal system for self-evaluation is not used and the staff team are unaware of the weaknesses in the provision that result in requirements of the Early years Foundation Stage not being met. However, the new manager and the owner demonstrate an enthusiasm for their work and are in the process of developing their ideas for the future. They have identified the nursery's strengths and some areas for further development and are embarking on the local authority quality assurance scheme, 'A Pathway to Quality'. There is also a commitment to furthering professional development for staff.

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

Children enjoy their time at nursery and arrive happy and eager to start their day. They are secure and comfortable with a stable routine that is familiar to them and they make their own choices about what they wish to do and who they wish to play with. They show security when engaging with staff and express themselves confidently. Staff have a sound understanding of the Early Years Foundation Stage, planning and provide a suitable range of adult-led and child-initiated activities. Children make steady progress in their learning and development because staff provide activities that build on their interests and provide sufficient challenge and opportunities for them to develop new skills. Staff make pertinent observations on the children, which are linked to development towards the early learning goals and these are used to plan for next steps in individual children's learning. Parents' evenings provide opportunities for the children's learning profiles to be shared with parents and for parents to add their comments to them.

There is a warm interaction between staff and children throughout the nursery. Babies explore their environment and show curiosity for their toys. Treasure baskets, in particular, encourage exploratory play and learning about natural materials and different textures. Staff sing to the babies, for example, when they

are having their nappies changed and they laugh with pleasure during games of peek-a-boo. They are learning simple problem solving skills as they play with cause and effect toys, pressing buttons and shaking bottles to make different sounds. Children throughout the nursery enjoy looking at books, either by themselves or with a member of staff, and their language is developing well. They are creative and concentrate well at activities, for example, filling their buckets with water and learning to pour it carefully into other containers and using spades to fill polystyrene shapes with the sand. They gain some knowledge and understanding of the world as they celebrate the various religious and cultural festivals and as they attend organised cultural evenings with their parents. Although children generally enjoy playing with their friends, they do sometimes display challenging behaviour. A consistent approach to behaviour management supports children in developing their understanding of behavioural expectations. Staff act as good role models and generally offer children explanations about expected behaviour, encouraging them to share and work together and to look after the toys and resources. Children are learning some good skills for the future as they help to tidy away the toys. However, lunch time, as observed in the pre-school group, can be a little chaotic in its organisation and not all opportunities to further children's learning and independence in everyday activities are fully explored. For example, staff do not always demonstrate confidence in encouraging children's self-initiated learning and there are missed opportunities for problem solving and numeracy, for example, by setting out the table and giving out the plates and cups.

Children are supported to develop a healthy lifestyle as they follow healthy routines and enjoy nutritious snacks and meals such as tuna pasta bake, pitta bread with various fillings, vegetable sticks and pancakes with fruit salad. Individual dietary needs are recorded and taken account of. Staff liaise with parents, for example, when babies are being weaned onto solid foods. Babies have food appropriate to their developing needs, either brought in from home, pureed or chopped. However, the baby room is situated some way from the nursery kitchen and does not currently have appropriate facilities, such as a refrigerator, to ensure that bottles can be stored at an appropriate temperature. This compromises babies' healthy well-being. Also the lack of the presence of a qualified first aider at times and access to hazardous items also impacts upon children's well-being. Children gain fresh air and exercise as numerous outings to the park are undertaken with them. They are learning to keep themselves safe through gentle reminders from staff. For example, a child who is running indoors is asked to remember what happened when they bumped into something the last time they did that. The children are asked, 'Where do we run?' and they respond, 'In the park?'.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
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	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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