

# Kids Inc Day Nursery

Inspection report for early years provision

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**Unique reference number** EY365105  
**Inspection date** 26/01/2011  
**Inspector** Lynn Palumbo

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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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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.

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## Description of the setting

Kids Inc Day Nursery was registered in 2007 and is one of a number of privately run nurseries owned by Select Enterprises (South East) Ltd. It operates from a converted nursery building, which is situated in Ilford in the London borough of Redbridge. A maximum of 100 children under five years may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 162 children aged from birth to under five years on roll. Children attending come from wide catchment areas.

The nursery employs 33 staff, of whom 25 hold appropriate early years professional qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promotes the Early Years Foundation Stage framework requirements within the suitable and inclusive environment and many aspects of diversity are reflected well. Children are making good progress in their learning and development. The management and staff team meet children's individual needs by the high quality provision they offer and by working exemplary with partnerships. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

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

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

- develop the range of information, communication and technology equipment to provide a rich and varied environment that supports children's learning and development, with particular regard to more challenging resources, questioning and interaction for toddler and pre-school children
- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning
- provide time to support children's and staffs understanding of how hygiene and promotes good health to ensure the spread of infection is minimized
- support the development of children's decision making and independence skills, this refers to the organisation of children's snack times .

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

The management and staff team are very well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for first aid. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed.

The management team and staff have good knowledge of hazards that could harm children within the provision; detailed records of risk assessment for every area and activity that children use is in place. This ensures any potential hazards are promptly recorded and minimised. An accurately detailed attendance record is in place and the management team consistently monitor when children arrive and depart the premises. This further safeguards children in the event of a safeguarding concern. An effective complaints procedure ensures parents are aware of the outcome within the regulative guidelines. A range of policies, including equality of opportunities, and safeguarding are in place and shared with parents and staff to ensure they are aware of the setting's professional responsibility.

Staff are deployed effectively to ensure that children are well supervised at all times. Overall, children are offered a wide selection of good quality resources and this is within attractive, child-friendly environments. The manager is taking effective steps to ensure resources and the environment are fully sustainable. Children visit some recreational places within the community. In addition, they benefit from a wide-range of educational organisations that visit the nursery, for example, French tutor, and police service.

Equality and diversity is promoted well with the provision. The children and staff represent a wide range of cultures and everyone is treated with respect. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as their allergies, and dietary requirements. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. The special educational needs coordinator and staff are skilled and able to identify children with challenging behaviours and learning difficulties.

The setting has exemplary procedures established with other partnerships. Specialist staff working with the extended services are available and visit the provision and give advice and guidance about the best ways to offer support. In addition, effective links with teachers in the local primary school promotes the integration of care and education.

The management team have various systems to self-evaluate and some staff's and parents' views are considered and they have identified areas for development. For example, the menus have been enhanced, a parents' forum is now available and plans are in place for staff to share good practice with regard to assessments. Staff have worked effectively with the early years advisor who has advised further

training and has made frequent visits to the nursery to advise staff. Professional development is encouraged and staff regularly update their knowledge through attending appropriate courses. The management team and staff are working hard and making much progress to achieve all credits of the quality assurance award and the setting has been awarded the 'five star award in healthy eating'. The recommendation raised at the previous inspection has been met.

Parents are encouraged well to be engaged with their children's learning and development. Regular consultations are arranged so that parents and staff can share the observations of the children and become aware of each child's future targets. However, the management team has not yet fully established systems to involve parents into contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. Parents are encouraged to take part in 'parent involvement days' and they have joined in with messy play activities, fund raising events and the celebration of festivals.

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

Children learn through play in a welcoming environment that offers variety and interest. The learning environment overall, is appropriately equipped with resources and equipment to keep children interested and encourage their exploration and curiosity. However, some inconsistencies across the setting mean that some children have better opportunities to explore the equipment and toys in their surroundings. Staff plan a balance of adult-led and child-initiated play and children in all rooms have effective access to indoor and outdoor play that promotes learning across the six areas of learning. Staff demonstrate a good understanding of the Early Years Foundation Stage and are developing ways in helping children to progress in all areas of learning. However, some aspects of the daily routines and missed opportunities by staff to use open-ended questions sometimes impedes children's ability to have challenging experiences and to think critically. Nevertheless, planning systems are more responsive to children's interests and needs and develops through regular observations. Learning Journey records set up for each children are used to track children's progress towards the early learning goals and the majority of planned goals are identified and dated in the planning documents. Babies have established secure and trusting relationships with staff. They confidently explore a range of materials and resources in their designated room. They demonstrate their natural curiosity and their eagerness as they independently move around and explore the resources which are accessible to them. For example, they are encouraged to squeeze paint into trays and make prints with their hands. Babies explore treasure baskets and spend time looking at themselves in the mirrors, laughing with the staff as they are praised which raises their self esteem. In addition, they become increasingly confident as they begin to pull themselves up to stand securely holding onto furniture. In the sensory area young toddlers explore a range of equipment that reflect light, they concentrate as they watch air circulate within a bubble machines. This area is very relaxing and an atmosphere of calmness is created. Young toddlers are beginning to become independent as they organise and manipulate modelling dough, they talk to their

friend about the textures. In addition, they independently make designs with paint and glitter glue. Toddlers language development and understanding of writing is promoted through conversations, role play, sharing books, singing and opportunities to make marks. Pre-school children readily help themselves to books, puzzles, cutting and drawing materials and delight in making structures from a range of construction materials. They are learning mathematical concepts, for example, they identify two-dimensional shapes through cooking activities and understanding variations in size. Pre-school children learn to write the letters of their name and numbers. This helps them in their transition to primary school. Daily opportunities to use small and large equipment help all children to develop a range of physical skills, for example, riding trikes, balancing on apparatus and climbing on activity frames. This is supported by a weekly peripatetic teacher for 'stretch and grow' sessions. Children are encouraged to develop an understanding of the world as they learn about each others celebrations and have access to an appropriate range of positive images, for example, musical instruments, dollies and books.

Overall, there are exemplary measures within the nursery to ensure that all children learn about safety. Children learn road and stranger danger when out in the community. The police service have visited to talk about personal safety. In addition, they regularly practise fire evacuations. In addition, all children safely use equipment and space throughout the day. Overall, children are learning to adopt a healthy lifestyle well. They enjoy a healthy balanced diet and menus are displayed and shared with parents. Meal and snack times are sociable opportunities with staff and children interacting together. However, there is less opportunity for children to develop independence skills, for example, through preparing their own snacks and pouring their own drinks. Hygienic measures are in place within setting although some children are not encouraged to wash their hands before eating snacks. Children's behaviour is managed very well by the staff. Children are polite, friendly and show their respect to the staff who are good role models.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2

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