

Spectacularkidz Day Nursery

Inspection report for early years provision

Unique reference number

EY408851

Inspection date

21/07/2011

Inspector

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Setting address

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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

Spectacularkidz Day Nursery is a nursery run by an individual. It opened in 2010 and operates from two rooms in an open plan building within a shopping parade. It is situated in Barking in the London borough of Barking and Dagenham. The nursery is a bilingual day nursery promoting French language at the setting. The setting may care for no more than 16 children under eight years; of these, not more than 16 may be in the early years age group, and of these, not more than 16 may be aged two and four aged under two years at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children in the early years age group on roll. The setting offers places to children in receipt of funding for early education and children come from a wide catchment area. The nursery currently has no children with special educational needs and/or disabilities, or children who speak English as an additional language.

The nursery employs six members of staff; five of the staff, including the manager, hold appropriate early years qualifications at Levels 2, 3 or 4. The manager holds an Early Years Professional Status qualification. One member of staff is studying for an Early Years Professional Status qualification. The nursery receives support from the Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are treated as unique individuals and they thoroughly enjoy their time at the nursery. Effective systems are in place to help staff protect and promote the welfare and well-being of children. Engagement with parents contributes to service provided. Written policies and procedures are shared with parents and contribute to the smooth running of the nursery. Staff have a good working knowledge and understanding regarding the Early Years Foundation Stage of learning, and consequently are able to support children to make good progress in their learning and development. Feedback helps to identify strengths and areas to be improved. Staff have attended training courses which reflects a positive attitude commitment to improvement.

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 the outdoor area to promote the six areas of

learning

- develop hygiene procedures and ensure the appropriate disposal of nappies
- develop opportunities for parents to be informed about their child's next steps for development and how they can support this in the home, to help them to play a more active role in their child's learning at home
- develop the system to record complaints.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff implement procedures effectively and with understanding. The staff make use of written policies and procedures which parents are able to share. This helps to ensure the safe and efficient management of the service which is designed to meet children's needs. For example staff are aware of the procedures to follow in the event of having any concerns about children in their care. The manager knows how to progress these concerns which helps to safeguard children's welfare. Daily risk assessments identify potential hazards and detail how these can be addressed to promote safety within the nursery. Evacuation procedures are practiced so that children know what to do if they need to leave the nursery quickly. Staff also talk to the children about ways they can keep themselves safe as they play. Collection arrangements are managed effectively and ensure that children cannot leave the setting unsupervised. Furthermore an intercom system is in place and a signed visitor's book and well maintained registers provide an accurate record of all those on the premises. Children are safeguarded as effective recruitment and induction procedures ensure that people who work with the children are suitable to do so. This includes clear guidance for students and volunteers to ensure their suitability.

The nursery arranges space thoughtfully so that children can play and learn in an attractive environment. Resources are available to promote learning and development in all areas. Staff work with children in parts of the setting that are arranged according to their ages. Staff support children well as they ensure that children can experience age appropriate activities and play with or without adult support. In addition staff allow children to direct their own learning as they offer timely support and intervene to help children make decisions or remain purposefully engaged. The setting promotes inclusive practice and works to ensure that all children can make progress and achieve their potential. Children are given appropriate opportunities to learn about their diverse world and staff work to ensure that children's individual needs are met. Resources including those used in role play, puzzles and books reflect a range of cultures and backgrounds, and this supports children's positive experience of equality and diversity. Diversity is reflected throughout the nursery; children come from a diverse and varied range of cultures. At the entrance, there is a display of flags and languages that reflect the nationalities and backgrounds of children at the nursery. Staff are committed to promoting inclusion and this helps to ensure children value themselves and their peers. Staff demonstrated an awareness about the procedures they would follow in the event of children attending who have special educational needs and/or disabilities or English as an additional language. Staff have designated roles and responsibilities which contributes to meeting children's welfare and learning needs.

For example there is a designated special educational needs officer, and staff with designated roles regarding safeguarding, behaviour management, and health and safety.

Engagement with parents also contributes to meeting children's needs. Parents receive good information about the setting through a Parents Welcome Pack. Parents are informed about their child's progress through discussions and parents' notice boards. These display information about the nursery such as the certificate of registration, staff photographs and their qualifications, and the names of the first aiders. Policies and procedures are made accessible to parents. The group also ensures records are kept of existing injuries and are shared with parents. Although there is no established system to record complaints, written procedures regarding complaints are in place, and the manager explained that no complaints had yet been received. Necessary written parental permissions are in place, which helps to meet children's needs. The nursery values positive engagement with parents and is building on its links with other professionals and the local authority. Although a formal system of self-evaluation has not yet been implemented, the nursery uses information gained from parents and the support it receives from the local authority to gain an understanding of its strengths and weaknesses. The manager has a positive attitude to driving improvements and an understanding of the setting's strengths and areas that would benefit from further development. Management actively encourages staff to undertake relevant training to support their roles and personal development. Appraisals, discussions, and group and one-to-one meetings help to ensure staff's skills are developed. This together with the staff's commitment to attend training courses, demonstrates a good capacity to maintain continuous improvement.

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

The children arrive happily and most separate easily from their carers. Children make progress as they access a range of appropriate learning opportunities. Children enjoy and benefit from a welcoming early years environment. Play equipment and resources are adequately set up and children are warmly welcomed by staff when they arrive, who are sensitive to their individual needs. Babies and toddlers have opportunities to rest, and staff are on hand to comfort and ease children to sleep. Gentle encouragement is provided to children when needed, and consequently children soon gain confidence and start to explore the play opportunities available. Children's early reading skills are promoted as they practice name recognition using the self registration board and use name cards when they arrive. Furthermore as children play they listen to staff as they make suggestions and introduce them to new words and guide their learning. Children enjoy looking at books and were concentrating well whilst having a story read to them. Children are developing their communication skills well, activities such as story time help them to learn to listen and respond. Children benefit from opportunities to develop their information technology skills and skills that will promote their future wellbeing. For example they play using an interactive CD to extend their problem solving, reasoning and numeracy skills and learn to use the mouse and keyboard

appropriately. The CD is in French, which helps to develop their bilingual language skills. Children engage in painting activities allowing them to develop their creative and imaginative skills. They use paints and soft materials to make collage and hand and foot prints to display and take home. Children also enjoy developing their creative side with free role play and learn to interact and cooperate with each other as they play with kitchens and dolls and prams and in the home corner. Children participate in singing and music times and imitate the actions of the staff and express their individual imaginations through rhymes and songs.

Staff have a good understanding of the Early Years Foundation Stage (EYFS) and an understanding how young children learn through play and experience, and consequently are able to support their learning. Staff observe children as they play and are therefore able to gain an understanding of their progress and whether they are interested in what they do. Key persons are starting to collate observations in a written form which are used to plan children's next steps in learning. Although parents are not fully informed about their child's next steps for development, and how they can support this in the home to help them to play a more active role in their child's learning, the use of observations and planning contributes to ensuring children make good progress. Children also have opportunities to direct their own activities and learning, which also helps to keep them interested and engaged.

Children feel safe and know how to keep themselves safe when moving around the setting and using a range of equipment. Children enjoy very secure relationships with adults which help their learning and boost their confidence and self-esteem. Children learn about healthy lifestyles as they talk about diet, drink water and enjoy physical activity. Children receive a range of nutritious and freshly prepared meals, which contribute to their good health. Menus are displayed for parents to see and the group is committed to ensure children's individual dietary needs are met, such as vegetarian options. Staff are fully aware of children's individual needs because relevant information is discreetly displayed within children's rooms. This ensures children receive the correct foods. Although the outdoor area is not yet organised to promote learning across the six areas of learning, children have good opportunities to enjoy fresh air and they are able to develop their physical skills through free flow access to the outside area. A number of staff members hold a current first aid certificate and in the near future the remainder of the staff group will be attending a first aid course. Furthermore the setting has obtained written parental consent to seek emergency medical advice or treatment. This means they can give appropriate care if there is an accident. There are also appropriate systems in place to record accidents and medication given to children. Parents acknowledge entries in the medication and accident record, which helps to ensure children's health is protected. Although nappies are not always disposed of in the nappy disposal bin, generally children benefit from a tidy hygienic environment. For example changing mats are wiped with anti bacterial spray and staff wash their hands after changing children. Furthermore, children are encouraged to learn good hygiene practice through daily routine; for example, to minimise the spread of cross infection, they are encouraged to wash their hands before eating and after visiting the toilet. Staff also encourage children to develop skills for the future as they encourage them to share, take turns, use "please" and "thank you" and show

respect for others.

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	2
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	3
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