

# Kids Inc Day Nursery

Inspection report for early years provision

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**Unique reference number** EY271103  
**Inspection date** 21/07/2011  
**Inspector** Clementina Orgunsaowo

**Setting address** 29 Old Station Road, LOUGHTON, Essex, IG10 4PE

**Telephone number** 0208 598 2600

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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**

Kids Inc Day Nursery is one of eight nurseries run by Select Enterprises (South East) Limited, who trade as Kids Inc. It opened in 2003 and operates from a house in Loughton, Essex. It is situated close to the town centre and railway station. A maximum of 60 children may attend the nursery at any one time. The nursery operates each weekday from 7am to 6pm for 51 weeks of the year. All the children share access to a secure and secluded outdoor play area. There are currently 107 children aged from under one to five years on roll, the majority of whom attend on a part time basis. Of these, 35 children are under two years, and 72 children are between three to five years. Children attending come from a wide catchment area, including children of parents who use the railway station to travel to work. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities. There are 22 staff who work directly with the children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are safe and are making excellent progress as a result of the high standards of care and education in the nursery. Staff make effective use of the information of children's achievements to plan the next steps for the children's learning which help them to make rapid progress. Staff keep parents regularly informed about what their children are learning and their achievements. All the paperwork required for the effective care of the children is regularly updated and used for their daily care. Parents feel that their children are kept safe and are helped to make excellent progress. The nursery has completed an accurate self-evaluation of the nursery's practice. The active commitment to improvement is evident in the outstanding quality of provision, which has been sustained since the previous inspection.

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

To further improve the high quality early years provision the registered person should consider:

- further extend the range of opportunities for children to develop knowledge of the wider world.

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

Children are effectively safeguarded because of rigorous systems for active promotion of the welfare of the children. A clear and comprehensive safeguarding policy is implemented well in the day-to-day care of the children. All staff take collective responsibility for safeguarding children and have a secure knowledge of

steps to take to keep the children safe at all times. They have undertaken the relevant safeguarding training and are fully aware of their responsibility to refer any concerns they have about children's welfare to the relevant safeguarding authority. Children are cared for in a safe, secure and well maintained environment. A detailed risk assessment has been carried out on all parts of the property and daily checks are conducted to ensure that the environment is safe for the children. All policies are well maintained and accessible. The required records of the personal care and health needs of the children, such as, the frequency of drinks and administration of medication when required, are regularly updated. Similarly, an accurate record of children's hours of attendance and prior parental permission for the administration of medication is maintained.

The resources and activities are clean, well maintained and are used effectively for promoting the care and learning of the children. For example, the soft, comfortable and attractive toys and resources that are age appropriate and suitable for younger age children enable them to independently explore and learn from their environment. Staff make excellent use of the innovative sensory resources to stimulate the children. Clearly labelled resources and designated learning areas facilitate the children's informed choice of activities and resources.

Staff's positive action to address identified variations in the achievements of boys and girls and summer born children, assists staff in active promotion of equality of opportunity. Purposeful celebration of the ethnic backgrounds of the children is increasing the children's awareness of diverse cultures. Parents hold the work of the school in high regard. They share valuable background information on their children when they start and are encouraged to contribute to assessments. They actively take part in the wide range of the setting's events and have raised funds for additional resources. Staff regularly inform parents about their children's progress. Well organised transition systems enable the children's smooth transition to the next stage of their learning. The strong partnership with external agencies for support and advice ensures that the needs of the children with special educational needs and/or disabilities are met. Self evaluation is accurate. Leaders and managers are actively committed to maintaining the quality of provision. A comprehensive audit outlines the specific points for sustaining improvement.

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

Children are happy and relaxed as a result of the high standards of care. All the children including, the babies, toddlers and the pre-school age children enjoy and actively undertake the full range of activities provided. Both babies and toddlers are calm and have settled well into the familiar routines. Their close bond with adults is evident from their positive response to staff's reassurance and care. Staff place high priority on promoting the safety and care of the children and supervise them well during activities. The range of activities provided, such as, creative modelling, extensive textural exploration with custard, corn flour and jelly provide

exciting sensorial experiences. Children interact well with each other during a range of lively game sessions, such as, the imaginative use of a broomstick to undertake a 'journey to the moon'. They take turns and cooperate well with each other and are developing positive early social skills. Behaviour is outstanding. Children's obvious enjoyment is evident in their delight as they observe the setting's rabbit chewing a piece of newspaper. Staff's positive interaction with the children during activities extends their play. For example, staff's active engagement facilitates children's imaginative use of language during role play sessions. Children engage in lively conversations with both adults and children, particularly to talk about their completed drawings and clay models of dinosaurs. Their increasing level of independence is evident at well organised mealtimes, during which the pre-school children eat their meals independently whilst the toddlers required minimal adult support.

Excellent hygiene procedures are in place to prevent the risk of infection. Children routinely wash their hands after play sessions and before meal times. Their health and well-being is promoted excellently well through provision of a healthy selection of fruits and vegetables and the consistent access to clean drinking water. Children's awareness of the benefits of a healthy lifestyle is further enhanced through the healthy book making activity compiled by both the toddler and the pre-school children. Purposeful opportunities to plant herbs and vegetables facilitate positive contribution opportunities. Direct observation of the feeding habits of the setting's rabbit, snail and fish are developing the children's strong awareness of living creatures. Valuable opportunities to discuss and record their observations make learning meaningful. They are learning the importance of information technology through regular game sessions on the computer.

Regular discussions about keeping safe contribute to children's sensible and safe play. Regular access to the outdoor environment supports children's active physical play sessions, during which they make imaginative use of a range of climbing and balancing outdoor equipment. Most of the pre-school children can count accurately, explore the concept of measurement, number operations and write short sentences, which is developing their skills for the future.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	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	1
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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