

# Kids Inc Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY426129

**Inspection date**

15/11/2011

**Inspector**

Susan May

**Setting address**

59-61 Dukes Ride, CROWTHORNE, Berkshire, RG45 6NS

**Telephone number**

02085 982 600

**Email**

bkalsi@selectenterprises.co.uk

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Kids Inc Day Nursery was registered in 2011. It is one of eight nurseries run by Select Enterprises (South East) Limited. It operates from two floors in a converted house in Crowthorne, Berkshire. There is no lift access to the first floor. Childcare is provided from seven main rooms and there are a number of enclosed outdoor play areas. The nursery is open Monday to Friday from 8.00am to 6.00pm all year round, except the week between Christmas and the New Year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 82 children may attend the nursery at any one time. There are currently 22 children on roll. Children aged three and four years receive funding for free early education. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. Six members of staff are currently employed, all of whom hold relevant qualifications. The nursery also employs a cook.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are nurtured in an exceptional environment overall where the dedicated manager and staff team recognise each child's unique qualities. Children make excellent progress as staff offer activities and experiences that ensure their welfare and learning is extremely well supported. Staff form secure and trusting relationships with the children that promote their confidence and help foster a sense of belonging. Staff establish excellent partnerships with other providers, parents and other agencies to ensure individual children's needs are met and their protection assured. The nursery is highly confident in its use of self-evaluation with input from staff, parents and children helping ensure sustained improvement. Staff demonstrate an awareness of their strengths and continue to scrutinise and move their practice forward to support the development of children's care and learning.

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

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

- promoting children's awareness of languages and writing systems other than English

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

The dedicated manager leads an enthusiastic team who are highly effective in promoting children's safety, welfare and well-being. A strong emphasis is placed on safeguarding children with robust policies and procedures in place. These are securely understood by the staff who make children's welfare a priority. Stringent recruitment systems ensure that staff are appropriately vetted and suitably qualified with a good knowledge of the Early Years Foundation Stage. Staff morale is high and staff support each other as they strive to continually improve their knowledge through in-house, local authority and external training. Effective use of supervision and appraisal systems help identify individual training needs. Risk assessments are comprehensive and effectively implemented by staff to manage and eliminate identified risks in the setting and on outings. An outstanding feature of the nursery is the exciting and highly motivating learning environment. The nursery makes excellent use of both the indoor and outdoor areas to provide children with a wide range of learning experiences. Children choose where and what they wish to play with. The overall accessibility and variety of toys and resources provided has a significantly high impact on children's development and learning.

There are highly effective partnerships between staff, parents and their children and ongoing links with external agencies help ensure all children reach their full potential. Staff are proactive in building relationships with school staff, consequently children are well prepared for the next steps in their education. The nursery's partnership with parents is extremely effective with initial visits when children start, to sharing the well presented information on their children's learning progress. Parents' input is requested to provide consistency and continuity in the children's learning and parents complete observations and provide information about children's activities at home. Feedback from parents is regularly requested with high regard given to their comments and suggestions. Parents speak highly of the care and learning opportunities their children receive. Comments such as, 'excellent communication links', 'children learn so much and we feel our children are privileged to be here', demonstrate the high regard with which they hold the nursery. Inclusion is threaded through all aspects of the nursery and staff encourage each child to recognise their own unique qualities. There are very good systems in place to ensure each child feels a sense of belonging and is able to take part fully in the nursery.

The nursery manager and staff are confident in their application of reflective practice and self-evaluation. The nursery has successfully completed a self-evaluation document, which has a full and detailed account of areas identified for development. The manager with the full support of senior staff successfully guides and oversees all aspects of practice and the maintenance of quality. This helps ensure that the organisation and management of the nursery is highly effective and promotes children's progress and achievement within an excellent programme of play and learning.

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

Staff use their in-depth knowledge to plan a stimulating and interesting learning environment for all children. Comprehensive observations and assessments of the children's development monitor their progress in all areas. Staff record children's progress in their development records, identify next steps, take notes of children's interests and use them to inform future planning. Children particularly enjoy the outdoor environment, where activities support all areas of learning. For example, children grow a range of vegetables, turn over wood and stones to look for mini beasts and take calculated risks as they climb over stacks of logs. This provides opportunities for children to begin to recognise where their food comes from and to explore and find out about the natural environment. Children initiate their own play as they self select resources, and play out doors daily enjoying fresh air and exercise. An excellent balance of child-led and adult directed activities is offered. For example, children visit the library, thoroughly enjoy sharing stories with staff and their peers, tell each other their thoughts and feelings and request favourite stories again and again. Children have opportunities to mark make in all aspects of their play, older children are actively encouraged to put their own names on pictures and all displays are appropriately labelled. However, displays do not fully help children learn about other languages and writing systems.

The nursery offers an inclusive environment with children attending the nursery from a wide area and variety of backgrounds; this provides opportunities to extend children's understanding of the wider world. For example, children make books of festivals and events that are important to them. Designated construction areas provide opportunities for children to problem solve as they build using a selection of large and small construction resources. Babies explore shape sorters and complete simple puzzles confidently fitting the pieces together. Older children sequence as they use threading blocks, access calculators and see a range of numbers indoors and outside. Children develop control and coordination as they use tools such as cutlery and cooking utensils to make gingerbread men. Children have excellent opportunities to explore their senses with a variety of role-play, art, craft and music resources offered to them. Children have access to everyday technology, computers and simple electronic game appropriate to their age.

Children's develop excellent independence skills as they self-select resources, choose and serve themselves lunch and are consulted about what they like doing in the nursery. They begin to learn about sustainability as they recycle boxes to make an outdoor home corner and use many natural materials in their play. Children move around freely demonstrating their awareness of keeping themselves safe as they carefully negotiate around each other when riding on their bikes outdoors. They identify hazards and occasions when they need to be with an adult, for example, as they discuss road safety when going on outings. Staff promote children's understanding of the importance of good health, through providing for example, tissues within easy reach with bins close by for prompt disposal. Children are lively but behave extremely well, demonstrate positive behaviour and develop very good self control as they begin to show an awareness of responsibility. They

are proud of the nursery excitedly showing visitors around, eager to show the resources and displays where their work is attractively displayed. Staff adopt a positive attitude giving praise frequently for children's achievements. Consequently children feel valued and secure, demonstrate curiosity, confidence and are very sociable. Children show concern for each other as they readily share and take turns. Children play a dynamic role in their own learning and offer their ideas and respond to challenges with enthusiasm, this helps build self-esteem and developing skills that will benefit the children in 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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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