

# Kings Kids Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY425657
<b>Inspection date</b>	21/11/2011
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<b>Type of setting</b>	Childcare - Non-Domestic

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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

Kings Kids Day Nursery registered in 2011 and is owned by a private individual. It is situated in a scouts hut in parkland in Mill Hill East in the London borough of Barnet. Children have use of a large hall space and there is a fully enclosed area for outdoor play.

The setting is registered to care for a maximum of 24 children in the early years age range at any one time. Currently there are 5 children on roll. The nursery employs three staff, of whom two hold appropriate childcare qualifications. The nursery is registered on the Early Years register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not consistently safeguarded. Procedures for safeguarding children are not robust and the setting does not meet legal requirements in relation to medication procedures. Although risk assessments are in place the record does not include assessments for outings. Staff lack knowledge of the Early Years Foundation Stage and do not plan appropriate experiences or a suitable balance of adult-led and child-initiated activities indoors and out. Consequently children are not making sufficient progress in their all-round development. Although the staff team have begun to self-evaluate and recognise there is a lack of suitable resources they have made little attempt to rectify these weaknesses in order to improve the outcomes for children. Staff have failed to recognise they are in breach of several legal requirements and they do not, therefore, demonstrate a suitable capacity to make ongoing improvements.

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:

- ensure an effective safeguarding children policy is implemented which includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 12/12/2011
- ensure prior written permission is obtained from parents for each and every medicine before any medication is given (Safeguarding and promoting children's welfare) 12/12/2011

- ensure records are easily accessible and available for inspection by Ofsted (Documentation) 12/12/2011
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 12/12/2011
- ensure there is a balance of adult-led and freely-chosen or child-initiated activities delivered through indoor and outdoor play (Organisation) 12/12/2011
- ensure there is sufficient furniture, equipment and toys which are safe and suitable for their purpose (Suitable premises, environment and equipment) 12/12/2011

To improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings or trips.

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

Staff have a satisfactory awareness of child protection issues and understand the reporting procedures to follow in the event of concerns about a child. Adequate recruitment procedures are in place to ensure adults complete a Criminal Records Bureau disclosure to ascertain their suitability to work with children. New members of staff are in the process of completing their checks and satisfactory procedures have been adopted to ensure they are not left unsupervised with children. However, the manager has no recording systems in place for ensuring these records are available for inspection. Furthermore, the safeguarding children policy does not include the procedure to be followed in the event of an allegation being made against a member of staff.

Children's overall health and safety is compromised as the procedures for administering medication is poorly implemented. Staff do not ensure they obtain parents prior written permission to administer every type of medication. The records of children's attendance are completed daily however some of these records are missing and not available for inspection, as required. Risk assessments are conducted and daily safety check lists ensure the children play safely in the setting. This includes ensuring the exit doors are securely locked and the front gate is kept locked at all times. Any visitors are requested to sign in the visitor's book. Children are taken out regularly on outings to the local park and although staff are aware of safety when outdoors they have not included this on the record of risk assessment.

Staff do not ensure the provision is suitably set up each morning and children sometimes arrive to a bare room with very limited toys to play with. Although the staff gradually set up the room the resources available are overall of poor quality and insufficient to meet the individual needs of children. Children have limited opportunities to develop their independence as resources are not accessible for them to make free choices. As a result the group are not offering an inclusive

environment to ensure all children are fully supported and can achieve fully in their learning.

The staff team are in the early stages of evaluating the provision and currently use the Local Authority evaluation process. However this document was not available for discussion during inspection. The group are aware of the lack of resources and are planning to improve the range of toys and equipment in the forthcoming months. However, this has not yet been addressed and demonstrates a lack of ability to make ongoing improvements.

Partnership with parents is weak as parents are not sufficiently involved with decisions about their child's well-being. They are not consulted about the need to give their written permission for administering medication. Parents complete an initial profile on their child and receive daily feedback both verbally and through the use of a daily diary. Children's developmental profiles are available for parents to view however this is inconsistent as not all children have a profile in place. The provision has a satisfactory awareness of working in partnership with other agencies. However, presently outside agencies have no involvement with any children attending.

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

Staff's knowledge of the learning and development requirements is limited and consequently children are not making sufficient gains across the six areas of learning. Staff lack commitment to ensure the environment is well set out and equipped with a suitable range of stimulating resources to encourage young children's passion and excitement to learn and develop. Staff have begun to keep some observations and assessments on most children but these are not used effectively enough to plan for individual children's needs. Staff have not developed any type of observations to help them in identifying the needs of the very young babies and as a result their individual needs are not sufficiently met.

Overall children are happy, content and settled in the environment and spend time playing with the available activities. They are supported and supervised sufficiently by the staff who work with groups of children or individually. Staff have a satisfactory knowledge of how to interact and question children to make them think; and support their learning. Children play well together and are learning about sharing and have formed some good friendships. Overall, children are well behaved; they respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by staff.

Children's self help skills are supported as they can use the toilet alone and understand about washing their hands afterwards. Children enjoy listening to their favourite books for a short time and are beginning to join in and predict what happens next in the stories. They have great fun exploring the musical instruments and enjoy using the recorders. Staff show them how to make different sounds by positioning their fingers correctly on the instrument but do not sustain their

interest and children quickly move on in their play. Children enjoy using writing materials however these are not readily accessible for children to be able to make free choices. Also the staff do not make effective use of equipment such as the tables and chairs and set out writing activities on the floor making this activity unwelcoming.

Children make insufficient progress in their skills for the future. There are very limited technological resources available and little emphasis is placed on children's problem solving, numeracy and reasoning skills during everyday play. Children spend some time outside in the garden and enjoy kicking the footballs or playing in the sand. They enjoy regular trips to the local park where they can use the playground equipment to develop their gross motor skills further. Young babies are given individual adult support but staff often walk around with them in their arms as they carry out other duties. The baby area is in the main room and defined by using netting and mats on the floor. The range of baby resources is limited and does not provide sufficient support to excite babies attention to explore and investigate fully.

Children are learning about some aspects of healthy lifestyles as they adopt good hygiene routines such as washing their hands before eating. Children are offered cereal for breakfast and fruit for snacks. Currently parents provide a packed lunch which staff store correctly to ensure it remains fresh and consumable. Staff hold first aid qualifications enabling them to deal with any accidents appropriately.

Children are beginning to learn about keeping safe as they have taken part in one fire drill, and this helps them understand about safely evacuating the building. They are reminded about the safety rules when indoors such as being careful using the scissors. However, the lack of a robust safeguarding policy, not having risk assessments for outings and staff's lack of understanding of medication procedures has a significant impact on children's overall safety.

## 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	4
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	4
The effectiveness of the setting's engagement with parents and carers	4

### 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>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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