

# Kidsaloud Daycare Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY425660

**Inspection date**

25/11/2011

**Inspector**

Jennifer Liverpool

**Setting address**

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**Type of setting**

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*.

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

Kidsaloud Daycare Nursery Ltd is one of four nurseries run by the company. It registered in 2009 and operates from four rooms in a modified church building. It is situated in a residential area in Leyton in the London Borough of Waltham Forest. The main playrooms of the nursery are accessed via a small flight of stairs and a chair lift. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 66 children may attend the nursery at any one time, of these, no more than 52 may be in the early years age group. The nursery provides free early years education for three and four year olds. There are currently 54 children aged from nine months to four years on roll, some in part-time places. The nursery provides care for children with special educational needs and/or disabilities. The nursery offers a breakfast and after school service.

There are currently eight members of staff, all of whom hold early years qualifications from level 2 to 4. The nursery also employs five apprentices working towards an early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted well through effective policies and procedures and consequently they are kept healthy and safe in the nursery. The nursery creates a welcoming and inclusive environment for all children. In the main, staff demonstrate good understanding of children's individual learning needs through their observational assessment of their learning and development. Most resources and purposeful activities further help children make good progress. The nursery establishes effective working relationships with parents and other professionals to ensure that they fully understand and support each child's needs fully. The management and staff team evaluate their practice constantly to ensure continual improvement of their provision.

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

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

- improve the maintenance of the books so that they are suitable for their

- purpose and more appealing to children
- consistently observe and monitor children's abilities in all areas of learning in order to continuously extend their learning and development.

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

There are good procedures in place to ensure that staff have a good understanding about child protection issues and the procedures to follow if they have concerns about a child in their care. Effective recruitment procedures help to ensure that suitable persons look after children. There are efficient security measures in place to prevent unwanted visitors gaining access and good systems for the safe arrival and departure of children. Detailed risk assessments are conducted to minimise hazards and promote the safety of children on the premises and when taking them out on trips. In addition, staff follow detailed procedures when taking children on outings, which includes taking essential equipment, such as a first aid kit and a mobile phone in the event of an emergency. The majority of staff hold a current paediatric first aid qualification. This means that they can give appropriate care if there is an accident. Effective daily routines and the staff's own good practice prevent the spread of germs or cross infection.

The nursery promotes equality and diversity well. Staff provide a welcoming and inclusive environment for the children and their families. Staff are aware of each child's individual needs as they are provided with detailed information about the children at the start of their placement. One-to-one support, small and whole group work enable all children to make good progress in their development. Staff provide children with opportunities to become aware of their own and other cultures through a range of resources and planned activities. In addition, they celebrate a range of events and festivals such as Black History Month, Eid and Diwali. There is a good range of resources set out for children to easily access, although some books are in poor condition.

Staff develop highly positive relationships with parents. Parents receive detailed information about the setting on admission. A wealth of information is on display in the hallway for parents to read, for example, curriculum posters, staff qualifications and the menu plan. A variety of communication strategies keep parents updated about activities, topics and community information through handbooks, newsletters and parents' meetings. Parents contribute to an initial assessment of their child. This helps staff develop good knowledge of children's development and helps them build on what children already know. Parents are kept fully informed about their children's progress and are actively encouraged to contribute to their children's assessment report. Parents receive regular information about how to support and consolidate their child's learning at home. Questionnaires provide opportunities for parents to put forward suggestions. Parents comment favourably about the care offered to their child.

The setting closely liaises with other professionals to offer further support to children with special educational needs and/or disabilities. As a result, effective partnership working takes place. All documentation required for the safe and

effective management of setting is in place, and this contributes to children's welfare. The management and staff work well as a team to provide for the care and learning of the children. Management and staff implement robust self-evaluation processes and ongoing quality assurance schemes. They regularly reflect, monitor and make improvements to the quality of the provision they offer to children. This demonstrates a good capacity for maintaining continual improvement.

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

Children feel safe in the setting as they are greeted and receive a warm welcome on their arrival. They part from their parents and settle quickly into the routine. This is a result of staff closely working with parents to ensure a smooth settling-in period. Babies and children develop a healthy dependence on their key person who is receptive to their individual needs. The key person ensures continuity in children's care and develops their sense of security. Children make choices about their play as they select from a wide range of activities that are set out for them throughout the day. Children's independence is fostered well as they put on their aprons and hats to play with sand, get undressed for sleep times and help with tidying up. Children's behaviour is generally good and they play well together. Older children cooperate successfully together when linking and forming a large train track. Staff support younger children in sharing and taking turns during games.

Staff regularly observe and record children's achievements, though some areas of children's learning and development are not always consistently monitored. Staff regularly identify the next steps when assessing children's abilities to ensure that appropriate activities are included in activities. The activity plans are clearly detailed and identify resources to support children's learning, staff's roles, grouping of children and key words to help move children on in their learning. Staff adapt activities for babies and children with special educational needs and/or disabilities, so all experience a wide range of activities appropriate for their level of abilities. Children become engaged in their learning as staff join in their play, asking questions to encourage their thinking.

Children enjoy a varied range of arts and crafts activities, which enable them to express their ideas and foster their creativity. Children are developing their sensory skills through resources. They look at glow tubes, listen to animal sounds and sounds from the environment, and a range of materials offer sensory experiences to babies. All children enjoy participating in music and singing sessions. Babies begin to move their whole bodies to simple songs. Children participate enthusiastically during role play activities and use their imagination well when acting out real-life experiences, such as shopping and making tea. Children's understanding of size and measurement is encouraged as staff explain how many cups of flour are needed and the amount of teaspoons of sugar to add to the bowl. Children are developing skills for the future as the computer is readily available

and provides opportunities to increase their curiosity and investigative abilities. Children become aware of the local environment and diversity in the community as they take part in regular outings. They visit the soft play centre, parks and the market. In addition, children have opportunities to visits farms, which helps them to show their interests and find out about animals. These trips also teach children valuable safety lessons, such as through discussions about stranger danger before they go out.

Children develop good awareness of how to play safely and learn how to manage acceptable risks. They frequently attend a soft play centre and numerous local outdoor play facilities and participate in indoor physical play that challenges their physical development. Babies and young children are provided with resources and activities that enable them to gain physical skills appropriate to their stage of development. Rolling snack sessions work well enabling children to make choices about when they eat and drink. They enjoy healthy and nutritious meals that meet their dietary needs and help them to remain healthy. Children play in a clean environment and they learn the importance of good personal hygiene. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with their routine in the event of an emergency.

## 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	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

<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	2
The extent to which children adopt healthy lifestyles	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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