

# Destiny Kids Nursery

Inspection report for early years provision

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<b>Inspection date</b>	21/12/2011
<b>Inspector</b>	Pamela Bailey

<b>Setting address</b>	Copleston Centre, Copleston Road, LONDON, SE15 4AN
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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**

Destiny Kids Nursery is run by Destiny Kids Nursery Limited. It registered in 2011 and operates from two rooms and a hall situated in church premises. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of East Dulwich within the London Borough of Southwark. It is open each weekday from 7am to 7pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently eight children aged from birth to under three years on roll. The nursery currently supports children who speak English as an additional language.

There are four members of staff, including the owner and manager. All the staff hold appropriate early years qualifications to at least the equivalent of National Vocational Qualifications at level 3.

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

Overall the quality of the provision is good.

Staff focus on supporting children, who make good progress and develop the skills required for future learning. Good planning and organisation ensure that every child is challenged by the learning experiences provided. Strong relationships have been fostered with parents to ensure that the unique needs of each child are met. Children's health is consistently promoted and their safety effectively assured in most areas. Self-evaluation gives those in charge a good understanding of the nursery's strengths and ensures that priorities for development are identified and acted on overall. Plans for the future are well targeted to bring about further improvements to the provision and outcomes for children.

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

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

- carry out more regular evacuation drills so that all children become familiar with the routine in the event of an emergency situation
- develop self-evaluation further by providing opportunities for children to share their views about the provision.

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

Positive steps are taken to safeguard children, including effective recruitment procedures for all adults. This helps to ensure the suitability of all adults looking

after children. Well established management responsibilities in relation to child protection include designated staff with lead responsibility for safeguarding who have attended child protection training. Procedures and systems for liaising with the appropriate child agencies are fully understood by staff. Effective procedures prevent the spread of infection and promote children's good health. The majority of staff hold a current first aid certificate and all hold level 2 qualifications for food safety in catering. Rigorous risk assessments are used to identify dangers both inside the nursery and on outings, to help ensure children's safety. Children are taught to be safety conscious without being fearful. However, there are few opportunities for staff and children to practise the emergency evacuation procedures, so not all children become familiar with the routine.

The owner communicates ambition and drive and has secured improvements since registration. The outdoor area has been completely refurbished, creating a child-friendly play space with brightly coloured, impact absorbing, surfaces and a permanent sand pit. The walls are decorated with picture signing displays, letters and numbers. Self-evaluation involves staff at all levels and the nursery seeks the views and suggestions of parents through a questionnaire. However, self-evaluation has not yet been extended to include the views of children. The owner is seeking advice with regard to additional lighting in the footpath leading to the entrance of the nursery following parent's feedback. This shows a strong capacity to raise standards based on what has been accomplished so far and in response to the needs of its users.

Each child is assigned a key person, who supports the development of highly positive relationships with parents. Parents comment on the nursery's welcoming environment and their involvement in their children's learning. The nursery has established that parents are willing to support the nursery through offering their professional expertise. Initial consultation with parents ensures that the individual care and learning needs of all children are met. Alongside this, written observations and assessments during the settling-in period provide a secure basis on which to plan for future learning. Ongoing observational assessments of children's achievements are evaluated against the expectations of the early learning goals and complemented with colourful photographs of the children engaging in activities. Staff value and respect the diverse cultures and languages within the nursery and use them to enrich the learning environment for all children. For example, photographs are displayed of the staff, children and their families, some of who are dressed in different cultural attire. Children take part in different cultural celebrations. Parents are encouraged to share key words in other languages to support children who speak English as an additional language. Although there are no children currently attending other providers delivering the Early Years Foundation Stage, the owner is developing links with the local school and nursery school. Emerging partnerships with the Local Authority Early Years Inclusion Team ensures that the nursery's designated Special Educational Needs Coordinator (SENCO) is booked to attend relevant meetings and training as required. This enables the nursery to access specialist advice and support, ready for when the need arises.

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

Children are happy, settled and content. They respond well to the staff and form secure and trusting relationships. Staff are warm and caring and provide a nurturing environment. Children and babies are confident to seek out familiar adults when they need support and comfort. Their needs are met through consistent routines which support their emotional and physical well-being. A strong emphasis is placed on the promotion of children's independence, social and emotional development and communication from the onset. Children develop good self-esteem through receiving regular praise and by having their individual achievements recognised. Children celebrate their own and others' achievements by clapping. Positive images and welcome signs, words and symbols, photographs and children's art work around the nursery promote a sense of belonging for children and families. All children have opportunities to learn about diversity through the celebration of customs. Good quality resources add to their developing understanding of the wider world.

Language and communication skills are successfully promoted in all age groups through the staff's positive interaction with children. Staff talk through the motions of younger children during play and use appropriate questioning techniques with older children. They skilfully introduce positional language, numbers and colours spontaneously into activities. This enables children to develop their vocabulary and use everyday words to describe position, size and shape. Children are captivated as they listen to stories and join in songs and rhymes. They take pleasure in demonstrating their understanding of action rhymes. Language is further supported by the use of visual prompts in the form of children's photographs. Staff acknowledge children's interest and talk through what they are doing. Children freely access a broad range of resources and materials during their play that encourage them to make marks and develop emergent writing. They use crayons, felt pens and paints and make patterns in the sand with their fingers. Children use a range of tools that help to develop their coordination and control, such as rolling pins, cutters and utensils.

Babies and young children become increasingly mobile and independent as they access resources indoors and outdoors. Children respond with all their senses to many experiences. For example, they explore interactive toys by pushing buttons and levers, listening to the different sounds and moving their body to the music. They touch a range of contrasting textures as they investigate 'treasure' objects and manipulate dough. They behave well and learn to share and work alongside each other as they role play, pretending to make and serve foods to adults. Their physical skills, such as catching and kicking, are encouraged when playing in the ball pool. Outdoors, children use climbing equipment and manoeuvre wheeled toys that help to further enhance their balance and coordination.

Children demonstrate good awareness of how to stay safe, supported by consistent daily routines that also support their developing independence. Staff are on hand to support children as and when required. Staff use familiar songs which alert children to help tidy away resources. Children learn to walk up and down the

stairs safely, counting the number of steps as they do so. Children benefit from the social occasion created at mealtimes and their independence and self-help skills are encouraged. More able children handle equipment safely when serving themselves and independently pour their own water. Children's understanding of personal hygiene is promoted well from a very early age. All children, including babies, carry out hand-washing routines before eating. Older children take care of their own personal needs. Children make healthy choices when eating as they select from nutritious fresh fruit and salad vegetable snacks.

## 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	3
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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