

Kidz Kabin

Inspection report for early years provision

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Inspector

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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

Kidz Kabin was re-registered in 2011. The nursery operates in purpose built premises in Muswell Hill, in the London borough of Barnet. Children have access to various rooms around the nursery. Children have access to a small play area and go on daily regular outings to the local community. The nursery is open for 50 weeks of the year from Monday to Friday from 7.30am to 6.30pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 80 children under eight years; of these, not more than 74 may be in the early years age group, and of these, not more than 30 may be under two years at any one time. Currently, there are 71 children on roll in the early years age range.

The nursery employs 14 members of staff to work directly with the children; 22 of the staff, including the manager, hold appropriate early years qualifications. The nursery also employs a qualified chef.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settle quickly. There are robust settling-in procedures to ensure children's individual needs are met. Deployment of good quality resources are in the main, accessible to children. Children make good progress towards the early learning goals. Systems for observation, assessment and planning are in place and meet most children's individual learning needs. Strong links with parents help to involve them in their children's care and education, and they are kept extremely well informed of their children's progress. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. The manager and staff have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

What steps need to be taken to improve provision further?

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

- develop current systems for the observation and assessment of children; ensure that these are used to enable children to achieve as much as they can in relation to their next steps
- review the deployment of investigative tools and resources, to ensure children can freely access a varied range to fully challenge and effectively support their learning through play.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Robust recruitment, induction, vetting and ongoing professional development of staff ensure adults working with the children are happy, confident and capable. They work especially well as a team and individually understand their roles and responsibilities. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and understood by all the staff. Effective procedures are in place for identifying any child at risk of harm. Comprehensive policies and procedures ensure that children are protected and well supported. Children are kept safe as a number of measures are in place to enhance their safety. For example, comprehensive risk assessments fully consider all areas children come into contact with and the evacuation procedure understood by all the children. The nursery environment is well organised. Children have access to good quality resources that are age appropriate and encourages them to make independent choices and self-select. There is a wide variety of exciting and interesting materials that are set out for children to access with planned adult-led activities. However, investigative tools and resources and are not fully accessible to children, during child-initiated activities to further challenge and extend their learning.

The setting places a major importance on the promotion of equality of opportunity at the heart of all of their work with children. Adults are highly effective in ensuring that all children are well integrated right from the start of their time at the setting. Staff have an exceptional knowledge of each child's backgrounds and needs. They update their skills and knowledge on a regular basis and effectively help children to learn about and understand the society in which they live. Excellent partnership working takes place to ensure every child receives high levels of support at an early stage. As a result, the development of nearly all children in relation to their starting points is very good. Staff identify a child's need for additional support as early as possible. They share information and records with colleagues, parents and, where appropriate, with other agencies to ensure that each child gets the support they need.

The setting has a highly positive relationship with all the parents and carers. Parents are heavily involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures, such as detailed questionnaires, daily emails and weekly newsletters. The staff team actively respond to suggestions from parents and these comments are developed to enhance the provision and improve outcomes for children. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. The setting provides tailored guidance and information about individual ways parents can support their children's learning across different areas. Parents hold this setting in very high regard and highly inclusive systems of communication ensure everyone works together to promote children's welfare, learning and development.

Children's welfare, learning and development benefits from the setting's strong commitment to ensuring a good quality provision. The provider, who is also the

manager, meets with staff regularly to evaluate aspects of the nursery. Self-evaluation involves all its users; monitoring and evaluation are robust, which contributes to maintaining and improving the setting's effectiveness. The manager is passionate and confident about what the setting needs to do to improve further. Any actions taken by the staff team are well-chosen, so the impact is evident in most of the areas in which it is needed.

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

The staff team have good knowledge of the learning and development that promotes children's learning. A warm and colourful, well-equipped, and welcoming environment reflects the children's backgrounds. The staff are all well deployed to support children's learning and welfare. Staff successfully create an environment where children have lots of choices, are able to self-select, lead their own play and have access to stimulating adult-led activities. This is best demonstrated by a group of children in the home area, who created their own role play scenario whereby they carried shopping baskets and travelled off to the grocers to buy a wide variety of fruits and vegetables. Planning covers all the areas of learning and every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. The outcomes of staff's observations and evaluations are not yet consistently utilised to help adults to identify and plan for the next steps in each child's learning. Children benefit from the adults' calm involvement and understanding of how young children learn. They are presented with many fun worthwhile activities which allow the children to be as involved as they choose. Some children are very active and want to join in daily sing and dance sessions, whilst others like to do more calm activities, such as creating designs, painting pictures of fruit and then tasting the fruit they have painted. Children play well independently becoming active, curious and inquisitive learners.

Children's personal and social development is heavily featured throughout this provision. This is because they are valued by the staff who work with them and have good relationships with adults. For example, when leaving an activity where they have been creating designs to go on display, they are thanked for their contribution and efforts, regardless of the length of time they have spent. Also, on arrival to the setting many are greeted individually and asked about their day. Children are secure and demonstrate a clear understanding of how to stay safe independently and with gentle reminders from adults. Children recognise and confidently talk about dangers and how to keep themselves safe. For example, older children are aware of how to move around the setting when younger children join in certain activities and babies are encouraged to tidy up after play, so they become secure and confident as they crawl and move around the room. All children show an extremely strong sense of security and belonging within the setting. They are confident, settle well and develop excellent relationships with their key workers. Children display extremely high levels of confidence and self-esteem and work exceptionally well with their peers, showing excellent cooperation

skills. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity.

Throughout the nursery children are developing skills for the future through the range of activities. Older children begin to explore technology whilst they successfully use light boards and learn about 3D shapes as they create images using plastic coloured stencils. Babies explore their surroundings with confidence. They enjoy musical toys and show pleasure as they press buttons to create a sound and discover their reflection in the mirror. Simple mathematical and scientific concepts are introduced during the water play with a range of large tubes and a plastic bottle. Children carefully pour the water into the tubes and then squeeze as they watch the flow of water go around the different parts of the tube. They quickly learn that the more pressure they apply, the quicker the water fills the whole tube and comes out at the end and fills the plastic bottle. They learn concepts about different levels and flows of water and cause and effect. Children develop the hand-control needed for later writing as they use a range of tools in art and craft activities. Their language skills are developing as staff engage in rhyme and story time, as they play with the children and take time to listen to them.

Children's knowledge and understanding of safety issues is further enhanced through ongoing topics. Overall, children display exemplary behaviour. Older children are polite and respectful of each other as they learn the importance of taking turns and waiting for their opportunity to speak during circle times. As a result, children learn effectively through play and develop many important learning and development skills which help to set secure foundations for their future learning.

Effective steps are taken to promote children's good health and well-being. Children adopt good personal hygiene routines and understand the importance of healthy eating and make healthy choices at snack times and mealtimes. Children engage in a wide range of physical activities, both indoors and out. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, children benefit from weekly trips to a variety of shops, such as the baker, grocers, the local woods and nearby park. Staff skilfully utilise all these experiences to enhance children's learning. Children are developing an understanding of their natural environment as they learn about how produce is grown and packaged. For example, children visited a baker and bought an assortment of breads, then came back to the setting and ate them at mealtimes. The following activity was extended, so that children made their own bread using fresh ingredients, to reinforce their learning and encourage healthier lifestyles.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met