

Kids Inc Day Nursery

Inspection report for early years provision

Unique reference number EY305311
Inspection date 28/03/2012
Inspector Hazel Farrant

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Kids Inc Day Nursery is one of eight nurseries run by Select Enterprises (South East) Ltd. It opened under the current management in 2005 and operates from seven rooms in a modern, purpose-built building. It is situated on a large residential estate on the outskirts of Guildford, Surrey. The nursery is open each weekday from 7.30am to 6pm throughout the year. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 129 children under eight years may attend the nursery at any one time, of these 129 may be in the early years age range. There are currently 133 children on roll in the early years age range, some in part-time places. The nursery employs 30 staff, 26 of whom hold appropriate early years qualifications. Three staff are working towards a qualification. The nursery receives support from the Local Authority and provides support for children with special educational needs and/or disabilities and for children learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress because their individual needs are respected and valued. Staff work closely with parents, and partnership working in the wider context is generally effective. Most of the systems and routines in place help children's understanding of a healthy lifestyle. Overall, good consideration is given to inclusive practice, enabling children's individual needs to be effectively met and fostering a sense of belonging. The setting shows a good capacity for maintaining continuous improvement as systems to monitor and evaluate the service are in place.

What steps need to be taken to improve provision further?

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

- develop children's awareness of a range of healthy practices with particular regard to hand washing
- further develop the promotion of inclusive practice by displaying key words in children's home languages to encourage respect for each child's cultural background and value linguistic diversity
- develop systems and documentation in order to promote an effective two-way flow of information and knowledge with other providers of the Early Years Foundation Stage, to help support and extend children's developmental progress, learning experiences and current interests.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well through an effective recruitment policy, which means staff are vetted for their suitability and undergo a thorough induction process. All staff have a secure knowledge of child protection procedures and understand the importance of recording and reporting any concerns. Risk assessments on the premises are reviewed regularly and daily checks are carried out, enabling potential hazards to children to be effectively minimised. Focussed methods of self-evaluation underpin the continuous improvement of the setting for children. For example, scrap books have been introduced to share children's experiences, such as taking part in cookery activities and celebrating a wide variety of festivals and celebrations. The management team are currently looking into ways of inviting professionals into the nursery. This will enable children to gain an understanding of how people in the local community are able to help them. In addition to this, the recommendations raised at the last inspection have been successfully addressed.

All necessary records and documents are in place, completed well and used effectively to promote positive outcomes for children. Staff skills are enhanced because an effective appraisal system identifies training needs. Good organisation of staff and resources ensures children are supervised and well supported throughout the setting. Resources both inside and outside are of good quality and promote children's self discovery and independence well. Staff are kind and caring; they know their own key children well. Equality and diversity is a key priority of the group. Detailed information relating to children's preferences and individuality is gathered so that staff can support children and their families appropriately.

Partnerships with parents and carers are a strong feature of the setting. They are very actively involved in contributing to key matters through completing questionnaires which bring about any changes that are required. The setting is proactive in involving parents, they share development folders regularly. In addition to this, the setting encourages parents to add to their child's development records, and welcomes the addition of parents' own observations. Parents receive a wide range of information about their child's care, learning and development. Parents speak very highly of the nursery, making comments such as 'we are very pleased with the nursery; there is a lovely atmosphere here' and 'the free-flow to the outside area is wonderful'. Established relationships with local schools are strong, which helps support children's transition into full time education. However, partnerships with other early years settings are yet to be developed to the same high standard, therefore information is not as consistently exchanged.

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

Staff have a secure knowledge of the Early Years Foundation Stage and activities are based around children's current interests. Therefore, children are engaged in

worthwhile purposeful play and make good progress in relation to their starting points. Children are confident, happy and enjoy their day. They benefit from the wide range of activities and experiences provided for them. They are able to take part in first-hand experiences that encourage their exploration, experimentation and observation. For example, they pour coloured water from a jug into a bottle. They predict when the bottle is half full and which vessel is heavier or lighter. The priority that most staff give to interaction and conversation develops children's language skills well. A love of books is fostered through cosy reading spaces in all areas of the setting. Children use language of weight, measure and number spontaneously because this is interwoven throughout all activities. They are given time and space to develop their ideas; consequently, they learn to solve problems for themselves. Overall, children develop a good range of skills that will support them well in their future learning and development.

Children of all ages have access to art, craft, role play and music activities indoors and outside, which develops their imagination well. Children take part in painting real-life pictures of spring flowers, while babies enjoy sticking and gluing Easter egg pictures. Trays of flour on the floor capture children's interest as they scoop up handfuls of flour and clap their hands together. Children laugh with delight as the flour flies out and they watch intently as the flour covers the mat. They learn about the wider world through a good range of resources across all areas. Children's art work is displayed attractively throughout the setting, which gives them a real sense of pride. Although there is labelling around the learning environment, key words in children's home languages are not evident to further value diversity. Children have access to programmable toys and computers which develop their understanding of technology.

Staff explain simple rules of behaviour to children, therefore they play and learn safely and learn to take responsibility for their own actions. Children's behaviour is good; they are polite and well mannered. Overall, children develop a good understanding of a healthy lifestyle by following a healthy diet and having daily access to a stimulating and well resourced outdoor play area. They enjoy taking part in cookery activities where they develop a good understanding of the importance of fresh ingredients. The nursery is clean and well maintained. However, systems to minimise cross contamination are not consistent throughout the nursery. For example, not all staff model good hand washing practices so that children develop awareness of a range of healthy practices.

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	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

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	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

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