

Destiny Kids Nursery

Inspection report for early years provision

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Inspection date 20/07/2012
Inspector Janet Williams

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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

Destiny Kids Nursery registered in 2012. It is located on the third floor over a church building in the Battersea area of the London Borough of Wandsworth. There are four playrooms which include a baby room, toddler and pre-school group. In addition, there are toilets for adults and children, a storage area and an office, all located on the same floor. An enclosed outdoor area is located at the rear of the property, which can be accessed directly from the rear of the premises. There is a lift to access all floors.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 37 children, all of whom may be in the early years age range. The nursery currently has six children on roll. The nursery supports children learning English as an additional language. There are five staff appointed to work with the children, four of whom hold an early years qualification, and one is currently completing an early years qualification. The nursery is open each weekday throughout the year, from 7.30am to 6.30pm, closing for one week between Christmas and New Year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and generally well-resourced environment. Overall, good organisation of the nursery enables all children to progress well with their individual needs generally met effectively. Good plans are in place provide children with purposeful play and enjoyable, challenging experiences across all areas of learning. The nursery works in close partnership with parents and specialist advisors within the early years. Staff show good capacity to secure continuing improvement, through identifying and addressing areas of weakness well to strengthen their practice and the outcomes for children.

What steps need to be taken to improve provision further?

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

- strengthen the key person system further to develop a genuine bond with the child and the child's parents
- improve the outdoor play area, for example, create a more stimulating environment to maximise opportunities for children to fully explore, and extend their creative and imaginative skills.

The effectiveness of leadership and management of the early years provision

Good arrangements exist for safeguarding children that are robust and regularly reviewed. Children are protected through staff having a thorough knowledge and understanding of issues surrounding safeguarding and protecting children. Effective policies and procedures are in place to guide staff practice. Regular risk assessment reviews the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys. This thorough system means children can explore and play, securely and safely. Staff employment systems and their deployment are good and guarantee children being well-supervised and safe at all times.

The environment is warm and welcoming and enables children to play well together in a calm, friendly atmosphere. Children benefit from good organisation of the nursery resources particularly indoors, although the outdoor area is not so well resourced. Staff offer a good range of toys, books and craft materials, which children access easily to make independent choices. Most play materials avoid stereotyping and reflect diversity to increase children's awareness and understanding about people who are different from themselves. Good support is given to children who learn English as an additional language.

Staff have a sound knowledge and understanding of the Early Years Foundation Stage requirements, so are confident in helping all children learn successfully. Observation and assessment records provide detailed information about children's play, including those learning English as an additional language. These are evaluated effectively to fully identify the next steps for each child's learning. Regular staff meetings enable staff to contribute their thoughts and ideas to the nursery's self-evaluation document. The nursery has established a strong relationship with the local authority's early years department, and act on advice to help drive improvement well. This assists the staff and management in developing and improving most aspects of the provision for children.

None of the children currently attend other early years settings, but evidence demonstrates that the nursery staff have a suitable understanding of the importance of working together to ensure a shared approach to children's care and learning. The nursery works well with parents to ensure that children are well cared for. All relevant information is gathered prior to placement. This includes information to establish children's starting points. This system enables the nursery to plan and build on what children already know. In addition, all children have a daily care diary which provides parents with details of what children have eaten, their sleep routines and their activities. Parents make comments, which contribute to continuity of care. Parents interviewed explained how they are very happy with the quality of care and learning provided. Daily verbal and written information received helps them to support children at home and contribute to their learning whilst at the nursery.

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

Children make good progress in their learning. They clearly enjoy their time at the nursery. Children learn about moving around the nursery safely and freely. For example, staff explain to children that they must walk and not run, or else they will fall and hurt themselves. In addition, good safety measures and frequent practices of evacuation drills contribute to children's well-being and safety.

Effective learning experiences help to meet all children's needs well and keep them actively engaged. Children's art work, numbers, signs and symbols contribute to children learning within their surroundings. Photographic evidence depicts children engaging in a range of interesting and stimulating activities, both indoors and outdoors. Resources and space are effectively deployed indoors to create a fully stimulating and supportive environment for children. However, whilst the outdoor area has a range of large play equipment for physical development, there are few resources to maximise opportunities for children to fully explore, and extend their creative and imaginative skills.

Children behaviour is good and they play well together. Staff provide positive interaction and a good balance of child initiated and adult led activities. Children learn to share and take turns. Children use their imaginations, expressing their ideas well in a variety of ways. They communicate ideas through dressing up, role-playing and pretending to be dancers and singers. All children enjoy music and singing sessions. They clap and move to the rhythm of the songs when singing nursery rhymes. Children express themselves creatively through a range of mediums, as they draw, paint and use both natural and manufactured materials.

Children play with water using large and small containers where they can pour and measure. This enables them to learn about measuring and provides them with some useful skills for the future. Children learn to count and enjoy problem solving as they complete puzzles competently. Children's dexterity is developing well. They are competent when using small paint brushes and they enjoy using their finger tips to make marks. In addition, they are skilful when playing throwing and catching with a ball.

Most children under three develop warm relationships with staff who are responsive to their needs, although the key person system is sometimes changed which means a lack of continuity in maintaining relationships. Staff follow babies' individual routines for eating and sleeping. This aids feelings of security and contributes to their physical well-being.

Children throughout the day benefit from varied and nutritious meals, which meet special dietary needs effectively. Snacks provided offer a range of fruit, and lunch a healthy selection of vegetables. Children receive plenty of drinks, which are offered frequently throughout the day. Regular daily routines support children in gaining a good understanding of the need for personal hygiene. They automatically

wash their hands after visiting the toilet and before meals.

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	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

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