

Kings Kids Day Nursery

Scout Association, Scout Hut, Brownsea Walk, LONDON, NW7 1BF

Inspection date	02/10/2012
Previous inspection date	21/11/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider has failed to notify Ofsted of a change to the person who is managing the nursery.
- The manager does not possess the training, knowledge, skills required of a manager and does not have a clear understanding of her role and responsibilities.
- The nursery does not have suitably qualified and experienced staff working with children under the age of two.
- The range of educational programmes does not adequately cover the seven areas of learning in enough depth and breadth in order to provide adequate challenge for children and planning is not effective in matching activities to children's needs.
- Observations and assessment are not consistent and accurate enough to build on children's progress.
- Self-evaluation is weak and too little improvement has been made since the last inspection.

It has the following strengths

- Staff are kind and generally attentive as children play and explore their surroundings.
- Children have suitable access to outdoor play as they enjoy fresh air and exercise, which contributes to their well-being.
- Children enjoy social meal times, as some staff and children sit together chatting, as

they eat their lunch.

- Staff work well with parents keeping them informed of their children's care and activities while at nursery.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The majority of inspection time was spent observing children in the nursery. This took place in the main area of the nursery and in the outdoor play area.
- Children's information and development records were sampled.
- Ongoing discussion took place with the manager and the provider throughout the visit.
- Safeguarding, partnership with parents and other agencies, children's learning and development plans and profiles, staff recruitment, self evaluation were discussed with the leadership team and policies sampled
- Discussion took place with two parents in person and feedback was gained from parent questionnaires.

Inspector

Seema Parmar

Full Report

Information about the setting

Kings Kids Day Nursery registered in 2011 and is owned by a private individual. It is situated in a scout hut, in Mill Hill East, within the London Borough of Barnet. Children have use of a large hall space and there is a fully enclosed area for outdoor play.

The nursery is registered on the Early Years Register and there are currently five children in the early year's age range on roll. The nursery receives funding to provide free early education for children aged three and four years. The nursery currently supports children with special educational needs and/ or disabilities and also children who speak English as an additional language.

The nursery employs two staff. One member of staff holds a level 3 qualification in Home Based Childcare and the second staff member who is the proprietor, is unqualified.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

- ensure the manager holds a full and relevant level 3 qualification and has at least two years experience of working in an early years setting;
- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence ;
- ensure that the manager has the appropriate training, skills and knowledge and a clear understanding of their role and responsibilities ;
- ensure that for care of children aged under two at least one member of staff holds a full and relevant level 3 qualification, and must be suitably experienced in working with children under two.

To meet the requirements of the Early Years Foundation Stage the provider must:

- Complete regular and precise assessments of children and use these effectively to plan challenging activities to meet the individual needs of all children
- Develop the educational programmes to cover the seven areas of learning and provide interesting activities in enough depth and breadth to provide suitable challenge for all children according to their stage of development

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are provided with a satisfactory range of age appropriate resources and some learning opportunities which are interesting. Children's independence skills are suitably supported, as they are encouraged to make choices in their play, choosing resources that are easily accessible.

Children enjoy some chances to develop their problem solving and numeracy skills as they learn to construct train tracks together, figuring out which piece goes where. Children have some given opportunities to count, as staff encourage children to find the numbers on wooden blocks and asks what comes after one and so on. However, this is not sufficiently extended or made interesting, resulting in children losing concentration and interest. Children develop their mark making skills as they colour and paint. However, older children have too few chances to develop their early writing skills in a variety of contexts. Staff initiate interesting story times using African musical instruments as props to support the book. Staff ask some questions that engage and promote children's critical thinking skills such as, 'what do you think will happen'. However, as staff are not clear with the children about when to use their instruments and when to stop, children lose interest and become distracted with each other and the instruments. Younger children show they are happy and secure in their environment. However, staff do not effectively plan or provide experiences that are appropriate for each child to help them make progress towards the early learning goals. Children miss vital chances to find out how and why things work, as although a computer is available, this is not switched on and made accessible. Children have access to some creative activities, such as, sand, play dough and painting. However, they have few opportunities to design and create with a variety of materials, using their own ideas.

Staff have a growing understanding of the revised Early Years Foundation Stage, and are beginning to put this into practice, with the support of the local early years team. Staff collect starting points from parents about children's likes and dislikes, and further information about what they enjoy doing and their interests. However, the information collected is not actively used to promote children's learning and development. Systems for observing and planning the children's next steps in their learning are still very much developing and often do not transpire in practice. Consequently, this restricts children's ability to make sufficient progress in their learning and development. In addition, staff have yet to use information gained from their observations, to effectively plan suitable challenges for individual children. As a result, activities set out are more general, often not challenging children to become fully engaged and interested, in order to meet their developmental needs. This means, for some of the time, children are running around without purpose and direction.

The contribution of the early years provision to the well-being of children

The key person system is adequate and meets the basic needs of the children. Although children show they feel safe and secure with the adults caring for them, staff are not aware of key words or phrases used by children in their home languages to support children's sense of belonging, communication and language.

Children develop their self care skills, as they understand the importance of hand washing before meal times. Children brush their teeth after lunch, learning the importance of dental hygiene. However, good hygiene practices are not consistently in place. For example, all children share the same flannels for wiping their hands and face after washing hands and brushing their teeth, increasing the risk of cross infection. Nappy changing routines are established and meet the needs of the younger children. However, staff do not disinfect the mat after each use, in order to prevent cross infection.

Children are offered healthy food and drinks that take account of their individual dietary needs. Meals include, for example, noodles in tomato sauce with vegetables and chicken with fresh fruit for dessert with yoghurt. However, children's well-being is not fully promoted, as the organisation of the daily routine sometimes results in children missing their morning snack. Children have access to fresh drinking water, which they can help themselves to, when they are thirsty. Mealtimes are a social event and children eat and chat together with staff. Older children self serve their lunch and help themselves to cutlery located at the centre of the table, supporting them in developing their independence skills.

Children generally learn how to keep safe as staff supervise them and give gentle reminders to be careful. Children are generally well behaved. However, at times children need reminding to stop running around and take turns in sharing. Staff offer supportive strategies and encourage children to be kind and play with each other. However, staff do not consistently demonstrate their secure understanding of teaching children appropriate boundaries. For example, children ride and occasionally race around indoors on a tricycle around the main play area, posing a hazard to those children who may get in the way and in particular the younger children.

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

Arrangements for safeguarding children are adequate. Staff are vetted and undergo checks and provide references prior to working with the children. However, the provider has failed to ensure that a suitably experienced and knowledgeable manager is in place. In addition, she has not informed Ofsted of the change in the person who is managing the nursery. Furthermore, the provider has failed to ensure that suitable, qualified and experienced staff work with children under the age of two years. These are breaches of requirements.

Although staff have an adequate understanding of safeguarding procedures, the designated person for dealing with child protection concerns has not attended up dated training, in order to fully safeguard children. Risk assessments are used to make certain

that hazards are removed to prevent risk to children's safety. Security into the premises is secure, as visitors can only gain access when a staff member unlocks the front gate, preventing entry to any unauthorised people. Records, policies and procedures are in place to make sure some correct practices are implemented. For example, prior written permission is sought from parents before any medication is administered in order to promote the well-being of children.

Self evaluation is carried out by the setting. However this is not fully effective. Although some improvements have been made since the last inspection, due to the provider's lack of understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage, key practice issues remain. For example, management and accountability arrangements are not clear and understood by the provider and the manager. Although, the provider has developed links with the local early years team, in seeking support with improving outcomes for children, this does not fully transpire in practice. As a result, the provider fails to drive improvement effectively.

Practice is not sufficiently inclusive at the setting. For example, systems are not in place to effectively support children who have English as an additional language ,as staff have little understanding of what some children are saying in their home language as they play. As a result, children miss key chances to develop their speaking and listening skills. Although the provider/manager understands the relevance of working with external agencies, strategies suggested by other professionals are not implemented. Furthermore, the organisation of some routines does not fully take into account the younger children's needs or sufficiently challenge the older children.

Partnership with parents is satisfactory. Staff engage warmly with parents and keep them informed of their children's daily routine and their activities, through daily chats. Generally, parents report they are happy with the care provided for their children and describe the staff as warm, friendly and approachable. The provider demonstrates an adequate understanding of working with other settings as staff complete and share summative assessments of children's learning and development, as they move onto school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY425657
Local authority	Barnet
Inspection number	884470
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	5
Name of provider	Patience Akwenuke
Date of previous inspection	21/11/2011
Telephone number	0208 343 24 65 07854213042

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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