

Kids R Us

881 High Road Leytonstone, LONDON, E11 1HR

Inspection date	12/10/2012
Previous inspection date	09/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and enjoy playing and learning from the wide range of resources and activities that promote all seven areas of learning.
- Staff play with children while supporting their independence and confidence, which helps children to achieve as they play.
- The stimulating and welcoming environment helps children to settle and feel safe; this supports them in building strong relationships with staff and children.
- Effective partnerships with parents means that children's progress at home and nursery are shared and used to plan for their next steps in learning.

It is not yet outstanding because

- Staff do not always make the most of opportunities to better support children's developing language skills; for example by using picture cards, books and objects.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction both inside and outdoors.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.

Inspector

Caroline Preston

Full Report

Information about the setting

Kids R Us registered in 2009 and is one of a group of three privately owned nurseries. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a church hall in Leytonstone in the London Borough of Waltham Forest. Access to the building is at ground level via a short footpath. Children share access to an enclosed outdoor play area. The nursery is open from 7.30am until 6pm each weekday, all year, except for bank holidays.

The nursery also offers an out of school provision for older children. Currently there are 59 children on roll, all of whom are in the early years age range. The nursery supports children who speak English as an additional language. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery currently employs 13 members of staff who work with the children. All staff hold appropriate early years qualifications to at least level 2.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- use real objects and signs alongside words to support children's communication and language skills.

Inspection judgements

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

Children enjoy learning from a full range of activities and resources. Small babies build special relationships with staff, which means they feel secure and safe. Babies seek to gain attention in a variety of ways, for example, when sitting on the mat, they point at toys and look at staff. Young children have a strong exploratory impulse and move around the playroom skilfully selecting toys for themselves. They concentrate intently during water play, being actively involved, all of which supports the development of younger children. Older children move freely in the garden during a role play activity with hand puppets. They easily roll, walk and run, negotiating space successfully. Older children enjoy rhyming and rhythmic activities during circle time. They are aware of the way stories are structured; they eagerly follow familiar stories and know what is coming next.

Staff know how children learn and plan effectively for their next stage in development. Staff carry out assessments on entry for all new children to ascertain their starting points. These are used well to plan for further activities and play experiences guidance document Developmental Matters in the Early Years Foundation Stage. Staff plan different activities for the different age groups; babies and toddlers are offered different activities to pre-school children. For example, babies enjoy lots of sensory play and floor play with treasure baskets and building blocks. Older children enjoy filling balloons with sand while discussing the shape and size. Children who are learning English as an additional language are supported effectively by staff, who learn and use key words from each child's home

language. However, staff do not always fully extend support to children by using picture cards and objects to reinforce children's understanding and language.

All children have progressed from their starting points and staff know what they expect of them next in their development. Children develop good skills and attitudes for school, as they learn boundaries of behaviour; they know how to sit and concentrate during activities. Children learn to respect one another; they share and cooperate, all of which helps them to be ready for school.

The key person system supports effective engagement with parents. Parents share what they know about their child. Staff show parents what children are learning and request they support children at home. This is achieved by staff offering parents details of planned topics, and activities, which can be continued at home.

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

Children make strong attachments with staff, who work closely with them throughout their time at the nursery. This helps to promote children's confidence. Children are well motivated because staff plan activities that excite children. Staff sit and play with children and encourage them to play together. This gives children choices, promotes their independence and builds strong relationships. Children learn about people's differences through toys and activities. They celebrate the many festivals, which represent the backgrounds of the children who attend; they take part in cultural days with parents.

Children take small risks in the garden as they run around trees and jump high as they play. Children behave well; they understand how to keep themselves safe, for example, they tidy away resources after play to reduce the risk of tripping hazards. They follow rules and listen to staff, so that they play safely. Children explore their environment; younger children visit the older children's play rooms and they explore in the well-resourced garden. Staff effectively risk assess all areas of the nursery and outings in order to minimise any possible dangers to children and keep them safe.

Children enjoy eating healthy foods cooked with fresh ingredients at the nursery each day. They talk to staff about the foods they like to eat and what foods are healthy and also learn about healthy eating through topics. Children enjoy daily physical play outside in the garden; they understand the importance of exercise as they discuss this with staff. Children's physical and emotional well-being is supported well by staff who monitor how they play and interact with others. Young babies' needs are met through robust procedures that meet personal routines, such as sleep time and meal times suited to each baby.

The effectiveness of the leadership and management of the early years

provision

Management clearly understands its roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are kept safe, as all staff undergo suitability checks, and the environment is effectively risk assessed. Robust policies and procedures support staff's understanding of working with children. All relevant documentation is in place to support children's well-being.

Management fully understands its role in implementing the learning and development requirements. Leaders closely monitor the delivery of the educational programme by observing staff at work in the playrooms and by assessing the effectiveness of all planning for the seven areas of learning. All staff receive regular supervision and appraisals to support them in their development. Staff are expected to take further training to update their skills and childcare knowledge. This supports improved practice across the nursery and among the staff, which in turn improves children's learning experiences.

Staff ask parents for their views about practice to help develop the nursery and promote effective partnerships with parents. Parents' notice boards provide information and the parents' comment box allows parents to write their views. Staff know who to contact regarding support from different agencies should they need it. This maintains strong partnerships with outside specialist agencies to support children to develop and achieve. Robust self-evaluation has helped develop staff practice; all staff have undergone training on the new Statutory Framework for the Early Years Foundation Stage. Management has updated all policies and reviewed working practices in all playrooms. This means that children receive improved care and education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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.
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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	EY397311
Local authority	Waltham Forest
Inspection number	822932
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	59
Name of provider	Kids R Us
Date of previous inspection	09/03/2010

Telephone number

07710 759288

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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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