

SpectacularKidz Day Nursery & Preschool

11 Farr Avenue, BARKING, Essex, IG11 0NY

Inspection date	23/11/2012
Previous inspection date	21/07/2011

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

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and growing in self-assurance because of the warm relationships quickly established with staff.
- Staff make clear their expectations for children's behaviour.
- Children respond positively, doing what is asked of them, behaving well and developing their ability to share and take turns.

It is not yet good because

- Planning is not fully developed to reflect the individual needs of all children attending the club.
- Self-evaluation has yet to be used to fully monitor all areas of the provision.

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, indoors and outside.
 - The inspector and manager undertook a joint observation of a teaching activity.
 - The inspector talked with available staff, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.

Inspector

Clair Stockings

Full Report

Information about the setting

Spectacularkidz Day Nursery was registered in 2010. It operates from premises in a shopping parade in Barking in the London Borough of Barking and Dagenham. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are

currently eighteen children in the early years age group on roll. The nursery is funded to provide free early education to children aged two, three and four years. There are five members of staff, all of whom hold appropriate early years qualifications. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- provide challenging experiences to extend children's learning and development in all areas by: developing knowledge and understanding of the learning and development requirements; using robust observation and assessment of children's learning to identify their next steps; planning for individual children, taking into account their interests and the next steps in their learning.

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

- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure action plans to overcome weaknesses are effective.
- extend the range of resources in the role play area with materials reflecting children's family lives and communities; include resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. Children clearly enjoy learning through play, choosing from the range of resources offered. They explore and play displaying emerging levels of independence and self-confidence. They demonstrate a positive approach to learning which is supported by the cheerful interactions of the practitioners caring for them. Staff have a developing understanding of the learning and development requirements. They plan an appropriate range of activities for the different age groups of children and most children engage in the activities happily. Staff know the children well and are able to demonstrate verbally how they are making sound progress towards the early learning goals. However, staff do not consistently assess children's learning and development in order to successfully plan for their individual needs, interests and stages of development. Consequently, activities and experiences are not as challenging and enjoyable for all children.

Children's language development is supported appropriately. Babies and toddlers enjoy opportunities to sing and move their bodies to action rhymes. They demonstrate their interest in books as they help themselves to the range available and handle them with interest. Pre-school children communicate confidently with staff and each other. They demonstrate their knowledge of sounds and letters as they name and sound the letters of the alphabet, pointing to the alphabet displayed around the setting. Accessible writing materials provide all children with opportunities to practise their early writing skills. Children participate in activities both indoors and outside and these include a suitable mix of adult-led and child-initiated play. They are encouraged to make choices about their play and learning and a suitable range of resources are easily accessible. Consequently, children are developing independence skills and are keen to explore the nursery environment. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including a climbing frame and wheeled toys. All-weather playsuits and a canopy providing cover against the rain allow access to the outdoors in all weathers. Staff are on hand to monitor safety and offer children support.

The key person system supports effective links with parent and carers. Staff obtain information about the children's interests when they start to aid the settling-in and initial assessment process. Some useful information is shared between children's key persons and parents about daily activities and individual needs and this helps staff to know their key children well. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder.

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

A sound key person system is in place and this helps children to feel secure and have a sense of belonging. A number of children are bilingual and their needs are supported because staff are able to speak many of their home languages. This promotes children's emotional well-being and sense of belonging. However, there is scope to develop the inclusive ethos further by extending resources in the role-play area to reflect the range of cultures for children during their play.

Children's behaviour is generally well managed. Older children demonstrate they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. Staff provide a suitably safe environment as they complete daily risk assessments to ensure both the indoor and outdoor play environments are free of hazards. Children choose the toys they wish to play with from a suitable range of resources stored at low level. Babies enthusiastically explore their environment.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks and meals, which include fruit and vegetables, are provided and children's individual dietary requirements are met. Children are learning about the need for good hygiene practices as they routinely

wash hands before touching food and after visiting the toilet. Older children learn independence skills as they are both encouraged and given time to serve themselves at lunch and scrap their plates when finished. Children benefit from regular fresh air and exercise during outdoor play. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practices. As a result, children enjoy their experiences in the nursery and learn skills that help them manage their move to school.

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

Safeguarding regulations and duties are appropriately met. Staff have a sound understanding of the indicator signs of abuse and know the procedures to follow to report concerns. The designated person has attended safeguarding training and relevant guidance documents are in place to support practice. Vetting procedures and recruitment procedures for all adults who work with the children or come into contact with the children are in place before they can work unsupervised. Most staff hold current paediatric first aid certificates. Staff appropriately supervise the children and carry out regular risk assessments of the premises, environment and equipment.

The manager monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff and students. The manager uses regular staff meetings to discuss and share any ideas and practice issues. Effective procedures have been established to work with parents and as a result, parents speak positively of the care and learning their children receive. They are kept up to date about their child's learning through daily verbal feedback and homework books. Sound links are in place with the local school which aids effective transitions and joint working.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented.

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
-------	-----------	-------------

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

EY408851

Local authority

Barking & Dagenham

Inspection number	891597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	18
Name of provider	Spectacular (UK) LTD
Date of previous inspection	21/07/2011
Telephone number	020 3581 7856

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

