

Global Kids Day Care

Lascar Wharf Community Centre, 19 Parnham Street, LONDON, E14 7FN

Inspection date

Previous inspection date

04/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The close partnership with parents fully supports children's care, learning and development including the support for children's learning at home.
- Children learning to speak English and children with learning difficulties and or disabilities progress well through consistent encouragement and support.
- Children enjoy their play in a safe and secure indoor and outdoor environment. Practitioners are effectively monitored and supported through supervision and ongoing appraisals.

It is not yet outstanding because

- Some practitioners are not yet sufficiently skilled in posing open-ended questions that challenge and extend children's thinking.
- Children's growing self-help skills are not fully encouraged at meal times.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Carried out a joint observation with the manager to assess how she evaluates childcare practice
- Examined children's assessment report to check how well they are progressing in their learning and development
- Inspector and shadow inspector went out with the practitioners and children on a trip to the local canal to observe how well practitioners use the environment to support children in their learning.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Global Kids Day Care first opened in May 2011 and re-registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register on becoming a limited company. The nursery operates from an open plan room at Lascar Wharf Community Centre in the basement of a low-rise block of flats. The nursery is situated in a residential area of Lime House in the London borough of Tower Hamlets.

The nursery is open each week day from 7.30am to 6.30pm all year round. There are

currently 49 children aged from three months to three years on roll, some in part time places. The nursery has a number of children with learning difficulties and/or disabilities and children learning to speak English as an additional language. The nursery is in receipt of funding for free early education sessions for children aged two and three years old.

There are 11 members of staff, 10 of whom hold appropriate early years qualification.

What the setting needs to do to improve further

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

- pose carefully framed open-ended questions to extend children's thinking and help them to make connections in their learning
- offer children choices in terms of the cutlery they would prefer to use when eating their meals and help more able children to use knives and forks to feed themselves.

Inspection judgements

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

The manager and practitioners demonstrate a very clear understanding of their role in supporting the needs of the children from the outset. Parents contribute to an initial assessment of their child. This ensures that key persons have a good knowledge of children's individual needs and achievements, which enable them to build on what children already know. Practitioners observe children during activities and make notes on children's interests, achievements and any areas of learning that they identify children need further support with. Practitioners use this information as a basis for planning future activities and for setting the learning target for each child. This helps to ensure that children's progress in their learning and development.

Children see to their personal needs, such as, putting on their shoes, washing their hands independently and deciding when to have a drink. Children help themselves to food at meal times, which enables them to choose how much food they would like to eat. Practitioners provide babies with spoons and suitable forks to feed themselves thus promoting their independence at meal times. However, older children's cutlery does not foster their independence because they only have forks to eat with at meal times.

Children enjoy playing in the role-play area. They spend a considerable length of time stirring cooked spaghetti in pans and feeding the baby dolls. Children demonstrate good

imaginative skills based on their own first hand experiences. Babies are discovering textures and shapes as they observe and handle a range of natural materials, such as, cork, brushes and wooden objects in the treasure basket. In addition to this, and under close supervision, babies have regular opportunities to explore bubbles in water play. These activities help to develop babies' sensory experiences. Practitioners create planned opportunities for children to support children to sort, match and group objects. Children learn to count through practical situations. For example, they are encouraged to count the numbers of steps leading up to street level and the number of ducks they observe in the canal.

Children who need additional support to develop their speech, language and social skills receive good levels of support.. This is because practitioners work alongside external agencies and involve parents in planning specific activities to support the child. Babies and young children's communication and language development is progressing well because practitioners speak clearly, label objects and repeat words. Practitioners also frequently sing action and rhyme songs which encourage babies and young children to link words with actions. Increasingly, children who are learning to speak English communicate with their peers and adults by gesture and using one to two words to express themselves during activities and play. Practitioners encourage children to talk about their outdoor experiences at meal times thus creating a social experience. Children become familiar with the common features of their local environment during frequent trips to the local park and for short walks near the canal.

Children are beginning to develop early writing skills. Samples of children's work show that they are making recognisable marks, such as, circles, lines and zig-zag patterns on paper. Also practitioners support children in developing literacy skills as they write down what children say and encourage children to add their own marks on the paper. In addition to this, practitioners make books with children, of stories that they have read. Practitioners are supporting the children in developing skills for the future. Children take an interest in their environment as they investigate the changes that they experience at first hand. For example, children observed trees with no leaves and different coloured leaves lying on the ground. However, some practitioners are not sufficiently skilled in asking children open-ended questions that encourages them to think about reasons why things happen to help them make sense of the change in seasons.

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

The practitioners create a warm, calm and friendly atmosphere that enables all children to feel secure and develop self confidence to explore their surroundings. Most new children settle very well because key persons work closely with parents to make sure they tailor the settling in process to the child's individual needs. Practitioners stay close to new children giving them comfort when they become tearful and helping them to feel reassured. This promotes the children's emotional wellbeing. Practitioners start to build a relationship with parents prior to their child's admission. They carry out home visits to meet with the parent and to observe their key child in their home environment. Practitioners gather vital information from parents about the child to ensure that individual

routines are in place immediately. For example, practitioners follow babies' individual routines for sleeping and milk feeds. This ensures continuity of care and contributes to children's physical well-being.

Children learn about their own and other cultures through activities organised by practitioners. The manager invites parents from a range of cultural backgrounds to share aspects of their culture with the children. One of the children's fathers showed the children how to do a Russian dance, for example. This helps children to understand and appreciate other cultures. Children's behaviour is good and they benefit from the consistent praise and encouragement they receive. Young children are learning important social skills as practitioners support them in sharing and taking turns during play and activities. Children have many worthwhile opportunities to work in small and large groups. They listen to stories and share their news during circle time session and play in pairs in the role-play area. Consequently children have good friendships with their peers and enjoy each others company. Children demonstrate purpose occupied throughout the session during both adult led activities and their self-chosen play.

Practitioners implement effective procedures to reduce the spread of infection or germs to children and in this way promote children's good health. Practitioners monitor children washing their hands after toileting and before snacks and they also explain to children why they need to wash their hands. Consequently, children receive good support to develop good personal hygiene. Children enjoy varied and nutritious meals that include freshly cooked mince meat, pasta and salad. They also receive fresh fruits for snacks. This encourages them to develop healthy eating habits. Practitioners ensure that the food is prepared according to the babies' stage of development. Practitioner offer children physical activities indoors, which include music and movement. Babies are given constant support and a range of good quality equipment to help them learn to stand and walk independently. Children are learning about the importance of keeping themselves safe through practising the emergency evacuation with staff. Also, children learn about road safety and the importance of using the pedestrian crossing whenever possible.

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

The manager ensures that staff attend safeguarding training to update their knowledge of child protection issues. This helps them know how to implement procedures if they have any concerns about a child in their care and supports children's wellbeing. The manager has put in place robust recruitment and vetting procedures, thus ensuring that practitioners are suitable to work with the children. The manager conducts regular risk assessments to reduce potential hazards to children both within and outside the setting to keep them safe. All required documentation is in place and appropriately maintained.

The manager and practitioners work well together and all have a good understanding about their roles and responsibilities within the setting. Practitioners attend appraisal sessions that identify their training needs. They are encouraged to enrol on courses and some times cascade these. The manager monitors the delivery of the educational

programme by working alongside practitioners to observe their practice and through holding regular staff meetings where they evaluate activities offered to children. This supports practitioners in their role and in turn this contributes to children's learning and development. Practitioners are secure in their knowledge and understanding of the learning and development requirements. They have put systems in place to carry out progress checks on children between two and three years and use ongoing assessments effectively to promote all children's learning. Consequently children are making good progress in their learning and development. The manager and practitioners are committed to improving the outcomes for children by participating in quality assurance schemes and responding to the advice and support they receive from the local authority early years team. The manager and practitioners are aware of their strengths and they are constantly reviewing their practice to identify and address gaps in their service.

The setting fully supports children with special educational needs. Practitioners closely liaise and work with parents and external agencies to ensure that the children's specific individual needs receive good attention. Practitioners have formed good partnership with parents. They use a wide range of strategies to communicate with parents that helps to keep parents fully informed about their child and the provision. These include regular formal discussions, daily feedback forms which give parents information about their child, daily activities and routine care, notice board and newsletters. Practitioners involve parents in their child's learning and development in a number of ways. For example, they suggest activities that parents can use at home to support their child's learning. Parents come into the setting to read stories to children and to participate in cultural celebrations. This contributes considerably to children's learning and development. The manager works with staff at local schools to help with children's transition from nursery to schools.

The Childcare Register

The requirements for the compulsory 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	EY449365
Local authority	Tower Hamlets
Inspection number	803554
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	49
Name of provider	Global Kids Day Care Limited
Date of previous inspection	Not applicable
Telephone number	02070011210

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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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