

# Kids Inc Day Nursery

West Village, Bluewater, Greenhithe, Kent, DA9 9SE

<b>Inspection date</b>	22/03/2013
Previous inspection date	14/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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's good health and well-being is supported well by staff that provide children with healthy, balanced and nutritious food at snack and mealtimes.
- Staff use observations, assessment and children's interests well to plan for their next steps in their learning. This means they make good progress in relation to their starting points.
- A well-established key person system helps children to form secure attachments. This means that staff are able to address children's individual care needs well and they are ready to learn.
- Staff have a good understanding of safeguarding matters and give high priority to children's safety.

### It is not yet outstanding because

- Children are not fully supported to become independent at serving themselves food and pouring drinks, as jugs and spoons are too big for them to handle easily.
- At times, some messy play activities are not well resourced to enable children to explore them fully, such as sand and soil.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all the playrooms and watched children enjoying outdoor play.
- The inspector undertook a joint observation with the manager.
- The inspector held discussions with the management, staff and children.
- The inspector sampled a range of documentation including children's records, stipulated safeguarding procedures and evidence of staff qualifications and policies.

## Inspector

Sue Mann

## Full Report

### Information about the setting

Kids Inc Day Nursery registered in 2005, and is registered on the Early Years Register. It operates from purpose built premises in the grounds of the Bluewater Shopping Centre in Greenhithe, Kent. It is one of ten nurseries privately owned and managed by Select Enterprises (South East) Limited.

The nursery employs 26 members of childcare staff. Of these, 21 hold appropriate early years qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 112 children attending who are in the early years age group. The nursery provides funded early education for three and four year old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- support children to move towards independence when serving themselves drinks and food by, for example, providing appropriate sized jugs and serving spoons
  
- ensure that quantities of messy play resources, such as sand and soil, are sufficient to enable children to explore fully.

### Inspection judgements

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

The nursery environment offers children a wide range of activities, which supports all children well in their learning. Staff observe children at play carefully, and record each child's achievements in their 'learning journals'. Staff ensure that they regularly assess children's progress, which ensures that they plan appropriate next steps in children's learning and development. Planning reflects children's interests, which enables children to engage with activities and learn through play. This system helps children make good progress in relation to their starting points on entry. Staff spend time with parents and their children when they first start, which enables staff to find out about children's routines at home, and current learning and development levels. This means that children settle easily and parents are able to leave their children confidently.

Information sharing continues daily through verbal feedback, which ensures that parents are aware of how their children have been during the day and any achievements they may have had. The staff produce neat and well thought out learning journals for every child, which they share with parents regularly. Parents have opportunities to add their own comments in the journals, which means that staff are able to see what children can do at home and plan accordingly. Staff have good systems in place to assess children's progress between the ages of two and three years, which enables early identification of any concerns in a child's learning or development. This means that staff are able to put in place support, which helps all children to make good progress in relation to their starting points. Key persons work closely together to support children as they move between age groups, which enable children to explore their new surroundings from the security of their familiar person. This also means that new key persons are fully aware of how to support individual children to help them to make continuous progress towards the early learning goals. Key persons find out which schools their key children will be moving onto, which enables them to invite the new teachers into the nursery. Therefore, children are able to meet their new teachers prior to going to school and this aids children's move onto the next stage in their learning.

Staff support children's language and communication well throughout all age groups. Staff respond to babies' early language skills, by repeating single words back to them. Older children are supported to extend their vocabulary as staff use mathematical language as they play with children. For example, staff use 'larger' and 'smaller' to help children identify which cars will fit in the garage. Staff use good questioning techniques to encourage older children to think their ideas through and make connections between different parts of their life experiences as they play. For example, children make connections about the colour of the water in the water tray and pretend that it represents something else.

Effective information sharing between key persons and parents enables staff to learn words in children's home languages. Pictorial communication books, which link words in children's home languages with their English equivalents, help staff to learn key words to support children as they learn to speak English. This system allows babies and children to hear familiar words when they need reassurance or feel uncertain. Staff make good use of dual language books and words around the nursery to further support children who learn English as an additional language. Staff take time to understand children with special educational needs and/or disabilities and how to support them so they can make good progress in relation to their starting points. For example, staff use words and symbols in red to support children with visual impairment. Therefore, children are able to be as independent as possible, which promotes their self-confidence and self-esteem.

Children enjoy playing in sand and soil trays. However, in some rooms, there is little sand and soil in the trays. This means that children really cannot explore fully the properties of sand or soil as there is not enough to fill their spades or any containers. All children have access to the outdoor play area, which has a variety of resources for them to play with. Children enjoy 'cleaning' the windows with water and a range of brushes and sponges, and play with balls and other resources, which helps to develop their hand and eye coordination skills.

All children enjoy listening to stories; they snuggle up to staff to share stories in the book areas. Some rooms have 'dens' equipped with a range of books and other related resources, which enables children to sit and look at books away from the daily bustle of the nursery. This helps children to learn to appreciate books and develop early reading skills looking at the pictures.

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

Children's well-being is nurtured as staff effectively promote their personal, social and emotional development. The well-developed key person system helps children to develop feelings of security and provides a special person to give cuddles and reassurance when needed. Babies demonstrate they feel safe and secure, as they put their arms up for cuddles, and are rewarded with warm, loving and consistent care. This dedicated approach helps new children to settle in to the nursery easily and parents comment that they feel happy they are able to leave their children in the care of the staff. Children in all age ranges behave well. They respond to staff politely because staff consistently use good manners, when talking to each other and the children. This means that children communicate positively and share well with one another.

Effective staffing ratios mean that there is more staff than the minimum staffing requirements. This enables staff to meet all children's individual needs. Staff encourage children's games, by joining in and providing support as needed. For example, the babies enjoy moving and dancing around to familiar songs, which staff play on the music player. Staff and the babies clearly enjoy dancing together. Children develop a good understanding of the importance of healthy lifestyles as they enjoy freshly cooked, balanced and nutritious snacks and meals, which are freshly prepared on the premises by the qualified cook. The babies have pureed food and plenty of finger foods, which provides them opportunities to learn to feed themselves. Older children try to serve themselves their lunches, but the serving spoons are too big. This means that food often falls off the spoons and children sometimes get frustrated and use their fingers. Staff encourage the children to pour their own drinks, but again the jugs are too big, which results in staff having to hold the jugs to support the children. This means children's independence skills are not fully supported. Staff follow effective hygiene routines, which means that all necessary steps are taken to minimise the risk of cross infection. For example, teaching children to wash their hands before snack and mealtimes. Strict guidelines laid out in sickness policies, means that parents of children who become ill while at nursery are asked to come and collect their children. The rooms they have been in are deep cleaned, before the children arrive the next day. This helps to ensure that the risk of infections spreading are contained and managed effectively. Children's good health is supported by daily opportunities to play outside in the enclosed play area.

Children who attend the nursery, come from a wide geographical area as the nursery is close to a mainline train route into London, and also the large shopping centre. This means that there are many schools, which the children will move onto. Staff send out invitations for the various teachers to come and visit the children in the nursery, which means that the children can meet their new teachers in familiar surroundings. The staff

have developed links with local authority early years advisors, which enables staff to use a range of training programmes to support their professional development. The nursery has its own internal training programme, which enables staff to attend regular child protection training.

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

The provider ensures that the safeguarding and welfare requirements of the statutory framework to the Early Years Foundation Stage are implemented well. The management ensure that they use risk assessment and concise action plans to check whether procedures need updating or changing. The management team monitor the implementation of safeguarding policies in the nursery, making sure staff all know who to report to should they have a concern about a children's welfare. Staff are vigilant when visitors are in the building, ensuring all mobiles phones are left in the office and cameras on laptops are covered up. The use of the nursery camera is monitored as staff sign it in and out, management ensure that the memory card is left in the camera, which ensures that all pictures taken of the children remain in the nursery.

Recruitment procedures for new staff are extremely robust, which ensures that all staff undergo the necessary checks to assess their suitability to be working with children. Staff are well qualified and understand their individual roles and responsibilities. The secure entrance buzzer is an effective security measure, as is the close circuit television system, which is installed in all the rooms. Staff carry out risk assessments and daily safety checks to help ensure that the nursery is safe for the children who attend. All required documentation is in place and managed well to support children's well-being and maintain confidentiality. All actions and recommendations raised at the last inspection have been addressed.

The management team understand their responsibilities for implementing the learning and development requirements, which they do well. Regular monitoring checks ensure that staff record children's progress and identify appropriate next steps in their development. This means that children receive good support and enjoy interesting and varied activities. Staff have regular appraisals and team meetings, which helps the management to identify additional training needs to maintain continuous development well. Partnerships with parents are positive and support children's learning and development well. Parents receive a good range of information about the nursery and their children's learning. Parents of younger children are given daily sheets; this enables effective information sharing, and means they know how their children have been during the day. Parents enjoy working with their children in nursery activities, such as the Easter Bonnet competition. This enables parents to spend some quality time with their children, and possibly win a prize. Wider partnerships work well for children with special educational needs and/or disabilities. Staff access specialist services, such as Special Educational Needs Co-ordinators, which enables all children to make good progress in relation to their starting points.



## 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 action. 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

<b>Unique reference number</b>	EY304905
<b>Local authority</b>	Kent
<b>Inspection number</b>	908944
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	107
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Select Enterprises (South East) Ltd
<b>Date of previous inspection</b>	14/04/2010
<b>Telephone number</b>	01322 386624

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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, which are usually the childminder's 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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