

Kidz Kabin

Unit 3, Pembroke Studios, 139-141 Pembroke Road, LONDON, N10 2JE

Inspection date	18/03/2013
Previous inspection date	09/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		1
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 very happy and settled in a fun, stimulating and safe environment where they are cared for by staff who support them all to achieve and do well
- The key person system works very well and enables trusting relationships with the families attending
- Partnerships with others involved in children's care and learning contribute towards the good progress children make
- The nursery is well led and managed with effective systems in place to continually raise standards and meet the needs of children, parents and staff.

It is not yet outstanding because

- Strategies to engage parents in their children's ongoing learning in the Early Years Foundation Stage are not fully established.

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.

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 spoke with staff and children and observed activities in all the rooms including lunch times.
- The inspector held meetings with the owner and managers of the nursery and other members of staff.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and a range of other relevant documentation.
- The inspector carried out a joint observation of an activity in the room with the business manager.
- The inspector also took account of the views of parents spoken to on the day of inspection and information from the self-evaluation form.

Inspector

Karen Molloy

Full Report

Information about the setting

Kidz Kabin registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Muswell Hill, North London and is privately owned. The nursery serves the local area and is accessible to all children. There are three main rooms, an indoor play space and an enclosed area available for outdoor play. The nursery employs 30 members of child care staff. Of these, 20 hold appropriate early years qualifications at level 3 or above. Seven staff are currently working towards a level 3 childcare qualification. One member of staff holds Early Years Professional Status and two have Qualified Teacher Status. The nursery also employs administrative staff and a chef.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 85 children attending who are in the early years age group. The nursery provides funded early education for two, three and four year old children. It supports a number of children who speak English as an additional language and children with special 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:

- further enhance the opportunities to encourage all parents to be involved in their children's learning .

Inspection judgements

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

Children enjoy a calm and caring atmosphere, where they are busy and engage in a range of purposeful activities that support them in acquiring new skills for their future learning. They clearly enjoy attending the nursery, as they enter happily and settle quickly. They eagerly choose what they want to do from the wide range of interesting and stimulating experiences provided. Staff have a secure knowledge of the learning and development requirements of the revised Early Years Foundation Stage. They use the guidance 'Development Matters' well in their practice and are competent in assessing where children are within their age bands. Staff use this information to support children's progress and to plan challenging activities for their learning. They take account of their interests and child-initiated and adult-led activities are well-balanced to encourage children to be active learners. Resources are plentiful and stimulating with a wide range made of natural materials. They are well organised and stored at low level to encourage the children to

make independent choices.

Staff have improved systems of observation and assessment following their last inspection. They have introduced learning journeys, and a dedicated member of staff liaises with the key workers in each room, to plan for individual children's learning. This ensures that staff monitor all children in their development, across all areas of learning. Staff have also implemented the two year old progress check through an 'All about me' system, which details children's achievements and identifies their next steps in learning. Staff carry out home visits for these children, providing a valuable insight into each child and an opportunity to share and gather information from parents. This helps to ensure everyone is working together for the best possible outcomes. Staff have high expectations for the children in their care and plan suitably challenging and developmentally appropriate play experiences. Children are curious, motivated and inquisitive in their play and keen to learn. For example, they are eager to use the large magnifying glasses, and fascinated by the sensory bubble set and liquid timers. Staff plan the indoor central space so that it can be used flexibly for various activities, such as music, yoga or with physical play equipment. Children are encouraged to concentrate and persevere in their learning. This helps to ensure they are confident and well prepared for their transitions, both within the setting and when moving on to school.

Children's communication and language is promoted very well as staff interact with children positively and encourage them to think critically and respond. For example, they ask challenging questions to make them think 'what comes next?' in relation to the letters in their name and 'how do we know it's night time?' whilst reading a story. Staff listen to children well, acknowledge their comments and in turn, children approach staff with confidence. Staff use techniques such as modelling language and repetition to develop young children's language further. Children learn to find their own name cards from the display. Older children are supported well to recognise letters, learn the phonic sounds and to begin to form letters. An activity using small whiteboards and markers supports them to listen to instructions and write their name, which they do competently. Staff reinforce children's understanding of sounds and letters as they ask children to find the picture beginning with a particular sound/letter, thereby extending and challenging the children's learning. They help to foster children's love of books by providing good access to a variety of titles. The children enjoy reading and listening to stories and they regularly visit the library to choose new books for the nursery.

Overall, staff help to promote children's independence skills they are encouraged to make their own decisions, as they freely access the resources. Children confidently select which activity they would like to play with, and help to put away resources at tidy up time. An exciting sensory tent, which children sit in, encourages them to explore and investigate, using interesting resources such as a light panel, fibre optics and projector torches. Music and movement sessions promote great enjoyment and development in a number of areas. Children's increasing listening skills progress as they listen to the sounds and rhythms of the piano, for example. They practise their physical skills as they move and follow the actions, and their communication is enhanced as they sing along with the songs and rhymes.

Staff support all children in their care and have high expectations with regard to learning

and development. They offer a good level of support for those children with additional needs. Staff are proactive in liaising with parents and other professionals to provide the appropriate and consistent support needed to help children reach their potential. For example, staff gather and learn key words from parents in children's first language to help them settle. The staff team speak a number of languages and this enhances their ability to support children with English as an additional language. They invite other professionals in to observe and develop strategies to encourage children's progress in different areas of their learning and development.

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

Children are cared for in an exceptionally warm and welcoming environment, with a high priority given to children's safety and well-being. The safe premises and regular risk assessments add to children's security. For example, parents and visitors use a secure entry system. All visitors' sign in and out and all staff wear a name badge to make them easily identifiable. The nursery plans to introduce a new biometric system where adults will gain entry by their fingerprint, to enhance security further. Equally, the nursery is very homely and provides an excellent and smooth transition from home to their first childcare experience. Young children are very happy and settled in the nursery and staff meet their emotional well-being extremely well. Many staff are highly skilled and sensitive in helping children form secure emotional attachments and provide a strong base for their developing independence and exploration. A very effective key person system supports children in developing a sense of belonging and secure attachments away from their parents. As a result, new children settle quickly and staff develop caring and supportive relationships with children and their parents. A settling in report details comments from both the key person and parents to monitor children's individual needs. Individual coat pegs, with photographs of each child, are in place and there is a display of each member of staff. Children enjoy pointing out who they know and are greeted by their key person at reception when they arrive. In the under 2's room, parents are encouraged to bring in photographs of family members to display. These excellent practices help to foster children's sense of security and belonging.

The strong skills of key persons ensure all children prepare well for the next stages in learning. They skilfully support children's transitions within the setting and are looking at ways of developing this on-going partnership to the schools and other settings that children attend. Children visit their new room with their current key person who will discuss the children's needs with the new staff. Young babies receive warm, affectionate care from a familiar adult. They get cuddles and comfort when needed and are happy and settled in their environment. Staff share daily information about the children effectively between parents and the nursery; verbally and through individual communication books. Children show that they feel secure and safe as they interact with staff and their peers. They move around with confidence, making choices about what they want to play with or explore and share any concerns with the adults around them. Key persons are familiar with children's individual care routines and dietary needs and strongly adhere to them. Staff cater well for children's safety and wellbeing, for example, there is under floor heating and the water temperature is controlled. This means children and adults are

comfortable in their environment. It also supports a no shoe policy indoors and encourages children's independence to wash their own hands.

Children develop an excellent understanding of their own health and safety. They have regular naps on cosy sleep pods that staff are close to and supervise well. The children make fruit smoothies and discuss healthy foods. A healthy living topic gives children a broad range of experiences. They go on a bus, visit the greengrocers, chose and buy various fruits, prepare them and are able to taste them. The nursery provides a wide range of vegetarian meals and snacks. Staff give excellent attention to children's individual dietary needs, particularly allergies. Children have special mats and wristbands to ensure staff adhere to their dietary needs. Staff ensure all children are fully included, so if any child has a particular need, they will endeavour to ensure everyone receives the same treat, such as a cake, even if it is made differently. Children's physical skills are promoted exceptionally well by staff. Children do not have free flow between the indoors and outside. However, staff make the best use of the available space and excellent resources, both indoors and outside. In the under 2's room, children's developing mobility is very well supported. Staff encourage the children to use the 'toddle blocks' which encourages them to walk or crawl along the surface that dips and rises, for example. Toddlers and older children have daily opportunities to play outside. They use a climbing frame indoors to promote children's skills and confidence in climbing, crawling and ability to be active. Children participate in additional activities such as music and movement and yoga. Staff make excellent use of the wider community. They take children in a safe and six-seated 'buggy', walk or use the bus to visit places such as the local park and nearby woods. Consequently, children benefit from regular fresh air and exercise and develop an awareness of their own safety. They improve their physical skills and develop a good knowledge and understanding of the wider community.

Children's behaviour is exemplary. Practitioners are good role models and speak to the children kindly and sensitively. Children show respect and kindness for each other as they cuddle their friends and ask if they can join an activity. Staff praise children for their effort as well as achievement. As a result, children display high levels of confidence and self-esteem and work exceptionally well and cooperatively with their peers.

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

The owner, managers and staff team have a good understanding of their responsibilities to ensure they meet the requirements of the revised Early Years Foundation Stage. They do this very well. There have been some changes to the staff team since the last inspection but they all work well together to provide a good quality service for children, parents and carers. Effective recruitment and induction systems ensure staff are suitable and clearly understand their roles and responsibilities. Managers use appraisals and regular staff supervisions to monitor staff performance. On-going professional development is encouraged and all staff undertake regular training. They protect children through close supervision, effective staff deployment and clear policies and procedures, which contribute to their safety and welfare. Thorough procedures for recruiting, vetting

and checking staff ensures they are suitable and safe to work with children. There is a designated member of staff responsible for safeguarding issues and staff are able to implement appropriate procedures to protect children from harm.

The owner/manager of the nursery is passionate and committed to providing a high quality service to children and their families. Managers and staff have a positive and proactive attitude to continuous evaluation and improvement of their practice. They are receptive to new ideas to continue to develop the service they offer. The nursery has made a number of improvements since the last inspection and has fully addressed the previous recommendations. As a result, an effective system is in place to monitor and assess children's learning and development. Children now have very good opportunities to investigate and explore using a range of tools and resources. There are many new areas identified to develop. Managers respond positively to feedback from parents, for example, parents were keen to have more structured information about their child's day so the successful communication books were introduced.

There are strong partnerships with parents who receive useful information about their children's developing skills and day-to-day personal care routines. Newsletters, regular emails, an informative web site and more recently individual communication books helps to keep parents informed. Clear policies and procedures are in place and shared with parents and carers, mostly via the web site. These underpin the smooth running of the nursery. Parents can request progress records and parent consultations are held twice a year. Staff have recently introduced illustrated information about each room and its activities on a weekly basis which has been well received by parents. Parents have some opportunities to be actively involved in their child's learning, for example, by sharing information about their child during home visits. However, there is scope to develop further learning between home and the nursery and to ensure parents know about the Early Years Foundation Stage. Parents talk very positively about the nursery and the work of the staff. They comment on managers who lead from the heart. They say how happy their children are attending the nursery and are very pleased with the friendly and dedicated staff. The nursery has effective links with supporting agencies, such as the local children's centre, early years advisors and the inclusion team to enable them to support families and children, especially those with additional needs.

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 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

Unique reference number	EY428689
Local authority	Barnet
Inspection number	906701
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	85
Name of provider	Kidz Kabin Pembroke Studios Limited
Date of previous inspection	09/02/2012
Telephone number	02088155922

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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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