

Kids Inc Day Nursery

81-85 York Road, Ilford, Essex, IG1 3AF

Inspection date	19/04/2013
Previous inspection date	02/09/2010

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		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

- Staff have a good understanding of using systems to assess children's learning and development, and plan activities and experiences according to the evidence gathered.
- Children present a good range of early writing and mathematical skills.
- Young infants benefit in their care by staff that are attentive of their individual needs.
- A range of systems keep parents informed and engaged in their child's learning and development.
- The outdoor play area is used well throughout the day by the children.

It is not yet outstanding because

- Children do not have enough opportunities to go on outings or explore the community to broaden their learning experiences.
- Older children use adult cutlery at mealtimes, which they sometimes find difficult to manage and the organisation of seating at mealtimes is too crowded to allow them to have sufficient space to sit and move comfortably.

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

Inspection activities

- The inspector observed children and staff in all the play rooms and the outdoor play area.
- The inspector sampled children's assessment records, individual planning and room planning.
- The inspector met with a sample of parents within the setting and by phone to gain their views.
- The inspector sampled documentation to support safeguarding and welfare requirements.
- The inspector carried out a shared observation with the nursery manager.

Inspector

Shaheen Belai

Full Report

Information about the setting

Kids Inc Day Nursery registered in 2004 and is managed by a private company, Select Enterprises (South East) Limited, who manage a chain of nurseries. The setting is situated in Ilford, within the London Borough of Redbridge. Children have access to seven play areas situated on the ground and first floor areas, associated facilities and a large outdoor play area. Access to the first floor is by stairs. The premises are within a short walking distance of transport links, schools, a park and shops.

The setting operates throughout the year, Monday to Friday, from 7.30am to 6pm. The setting provides funded education for three and four year olds. There are currently 156 children in the early years age range on roll, attending both part-time and full-time sessions. The setting currently supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The setting employs 33 members of staff, including the manager. Of these, all staff members hold appropriate early years qualifications; this includes two staff with Qualified Teaching Status and one staff member with an Early Years Foundation Degree. In addition, five of the staff are working towards a higher qualification.

What the setting needs to do to improve further

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

- include in the planning of activities, regular opportunities for all children to be taken out on outings to broaden their learning experiences

- review mealtimes to ensure children are provided with cutlery that is appropriate to their age and stage of development to enable them to feed themselves, and that furniture is organised to allow children and staff to sit and move comfortably.

Inspection judgements

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

Staff know the children well in their care. Children arrive confidently and engage in play as activities and resources that are laid out to be inviting and reflect the learning needs of the different ages attending. Key persons use a good range of systems to identify children's starting points from the information they gather from parents and from the

settling-in observations they undertake. The information gained initiates the start of the child's individual learning journey through careful planning and continuous observation. Staff identify clearly where children are developing well and where they need to have additional support. Parents are involved throughout the time their child attends and support their child's learning at home. A good balance of adult-led and child-initiated play helps to ensure children are occupied, supported and spending time in activities that contribute to them making good progress. Examples of children's work and photographs of them engaged in a wide range of activities are displayed throughout the setting. This reflects children's achievements and promotes a sense of belonging.

Children use their imagination well. For example, when children play outdoors they pretend to fly an aeroplane or travel into outer space, using the large blocks set out by staff. Children share their ideas and allow staff to introduce their ideas as well. Children enjoy being outdoors. They show great pleasure in using the slope created in the garden, where they are engrossed as they roll the large barrel up and down. Toddlers practise running up the slope, and walking backwards promoting their physical skills. Children explore the garden and call out to staff as they locate small snails and staff help them to investigate further. Babies explore different textures and sounds, which support their sensory skills. They call out 'wow' as they explore flour with their hands and with brushes. They develop co-ordination as they bang bongo drums with their hands. Older children are very proud of their early writing skills, recognising letters in their names and demonstrating good skills in sounding out letters. Children learn about weights and measures as they learn to compare and weigh dough and use scales. This provides them with the skills they need to move on to school. Children play well together in small groups as they get older and more familiar of their friends. Children of all ages handle a range of tools to promote their physical skills, such as handling shapes to draw around and cutters for shaping dough. However, at mealtimes, older children are provided with adult cutlery and they have trouble using these correctly. Although mealtimes are a sociable time, the organisation of furniture for the older children's area is cramped. Children are seated too closely and do not have sufficient space to sit, eat and move comfortably. Children with additional learning or developmental needs are supported using individual plans to promote their learning and help them make progress. Staff identify the level of help required and plan activities to support their individual needs. Staff maintain records to ensure both parents and any professionals involved in the children's development are kept informed. This provides an effective shared approach to children's progress.

Children celebrate a range of festivals to broaden their experience of themselves and others in the community. The setting also helps older children to learn to speak basic French and engage in physical play sessions. Professionals visit the setting to deliver these programmes. Although children enjoy the daily opportunities to play outdoors, they do not go on outings to explore the local community and extend their learning. The computer is very popular; children are eager to use the programmes on offer. They demonstrate good levels of skills to use the keyboard and mouse control. The low storage allows young babies to explore their surroundings; they are happy to pull out baskets and explore the play resources they find.

Staff work well as a team, sharing information about the children in their care with fellow staff that work in the same room. This supports continuity of care. Staff undertake

required assessments. Consequently, children's development is reviewed periodically and all required areas of learning are monitored and the information shared with parents. There are good systems to support children moving from one room to another as they progress in their development and age. This is done gradually with the involvement of the key persons and parents to ensure the child settles happily. Staff prepare required reports prior to children moving onto school; these records are shared with parents to involve them in the process.

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

Children have good relationships with their carers. Babies benefit from the strong bond with their key person as they are held warmly. They receive reassurance when they need comfort and are happy in their care. Children are happy for staff to participate in their play and to introduce new ideas. Children show high levels of independence as they are confident in exploring their environment indoors and outdoors. They are able to express their needs and show preference for what activities they wish to play with. Staff provide consistent reminders and explanations to help children learn about keeping safe. Children participate regularly in evacuation procedures. Staff provide praise and recognition for children's good behaviour and achievements. Consequently, children behave well. Staff use appropriate strategies to teach children about the importance of sharing toys. For example by teaching older children how to use the sand timer helps them learn to take turns.

All age groups benefit from the provision of healthy and nutritional menus. These are seasonally varied, reflect the different ages attending and the individual dietary needs of the children. Children enjoy the fresh fruit on offer and become independent, as they are encouraged to serve themselves. Young babies are fed according to their individual routine. Staff encourage children to eat well and talk about what foods are good for them to enable them to learn about good eating habits. Children are offered additional helpings to ensure they are well nourished. Older children enjoy the company of the nursery's cook when she visits them at lunchtime. They are eager to share their experience about what food they have eaten. As the garden is used daily, the children benefit from daily fresh air. In addition they have opportunities to play with children from the other rooms as well. The premises are clean and very well maintained. Staff promote the well-being of children as they wear aprons and disposable gloves when handling food, and when changing nappies.

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

Staff implement good procedures to enhance children's safety. For example, children are cared for by staff that have completed the required suitability checks and the premises are risk assessed daily. Staff demonstrate a good understanding about their responsibility to take action should they have concerns about a child's welfare. Newly appointed staff undergo robust vetting procedures to ensure they are suitable for the role. They complete staff induction and are supervised by management to ensure they understand their role

and responsibilities. Management ensure policies and procedures are reviewed regularly to promote children's welfare. Management maintain all required records to support the welfare of children, such as children's individual details, accident and medication records. A high number of staff have current first aid training; this contributes to children's well-being.

Partnerships with parents are strong and well established. Management are proud of their 'open door' policy to ensure parents are able to approach management at any time. The setting uses a broad range of systems to communicate with parents and this ensures parents are informed about the service. For example, staff have daily discussions with parents at handovers. Daily diary record sheets are exchanged for younger children, older children have a homework book and there are periodic child development reviews. Newsletters are sent out regularly and parents have access to the nursery's website. There are informative notice boards throughout the nursery and management send out parental questionnaires periodically to seek parents' views. On the whole, the feedback from parents at the time of inspection is full of high praise. Parents praise the professionalism of the staff and the learning achieved by their child. Parents have access to the nursery's policies and procedures, so that they are aware of the day-to-day running of the setting. Staff liaise with parents and professionals to support children with identified needs, to support continuity of care.

Management reviews children's profiles to monitor the educational programmes. They carry out staff observations, hold regular team meetings, provide staff with individual appraisals and ensure staff training needs are supported. This enables them to continuously monitor staff suitability and identify training needs. A detailed training plan is in place to reflect the developmental needs of the staff and therefore promote better outcomes for children. Action plans are in place to build on current practice and demonstrate a commitment to continuous improvement. For example the garden area is to be further developed to provide children with extended learning opportunities. The setting receives regular visits and support from the local authority advisory team. Management use parental feedback, previous Ofsted recommendations and the Ofsted self-evaluation form to plan for improvement. The setting strives to maintain a high standard of service for all its users.

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 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	EY292060
Local authority	Redbridge
Inspection number	909605
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	112
Number of children on roll	156
Name of provider	Select Enterprises (South East) Limited
Date of previous inspection	02/09/2010
Telephone number	0208 478 6510

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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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