

# Kids Inc Day Nursery

71 Cleveland Road, South Woodford, London, E18 2AE

<b>Inspection date</b>	09/04/2013
Previous inspection date	23/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children, including those with special educational needs, make exceptionally good progress from their starting points.
- Adults interact effectively with children, using conversations which provoke thought and promote further learning.
- The nursery develops and maintains excellent partnerships with parents and actively encourages them to participate in their children's learning.
- Resources are of high quality and extremely well organised, which enables children to access them independently and effectively.
- The management is highly effective in monitoring educational programmes and children's progress and in supporting staff in their professional training.

## 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 children at play indoors and outdoors, during meals and rest times, in adult-led and child-initiated play.
- The inspector carried out join observations with the manager.
- The inspector interviewed the manager, staff, children and parents.
- The inspector looked at a selection of documents.

## Inspector

Ileana Shirley-Smith

## Full Report

### Information about the setting

Kids Inc Day Nursery was registered in 2003 and is one of a small chain of privately run nurseries, in the London Borough of Redbridge. The nursery operates each weekday from 7.30am to 6pm all year round. Children have access to an enclosed outdoor play area. There are currently 74 children aged from three months to five years on roll, some in part-time places. The nursery support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded education for three and four-year-olds. There are 22 members of staff, not including the manager, all of whom, apart from one, hold relevant qualifications. One member of staff has achieved the Early Years Professional status and the manager has got a degree. The nursery has a pet rabbit in the garden. The nursery participates in the QUILT quality assurance scheme.

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

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

- enhance children's language skills, for example by deciding on key vocabulary linked to activities and ensuring all staff regularly model its use in a range of contexts.

### Inspection judgements

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

The nursery staff have very high expectations of children, and of themselves, and as a result children are supported to make very good progress. Educational programmes are imaginative and stimulating, which results in children being enthralled in activities which interest them. Children are engaged in exciting activities and enjoy the company of their friends. They have the freedom to initiate their own games and explore materials. For example, some children create their own 'favourite fairy tale' book by drawing and using pretend writing. Another child imagines their own story as they animate Disney characters in a miniature tree house structure. Adults are skilled at extending child's learning, for example by listening to their story and helping them develop this into a puppet play. At the sand tray adults use open-ended questions to provoke thinking and curiosity. Children learn to care about living things. The nursery has a pet rabbit in the garden and the children help to feed it and to look after it.

Children are grouped highly effectively in large and small groups as they listen to stories, practise nursery songs and use numbers for the purpose of counting objects. Younger children join in action rhymes and are confident to join in. As a result, all the children,

including children who have special educational needs, make very good and sometimes outstanding progress from their starting points.

Adults organise resources highly effectively to enable children to learn to write and read their own names and names of their family and friends. For example, children can help themselves to their laminated name cards if they want to copy them. Children practise listening and identifying initial letters and rhymes in games led by adults. However staff do not fully enhance children's language skills by, for example, identifying vocabulary linked to activities and using it in a range of different contexts. Children learn to read numbers and confidently and accurately count objects to 10 and beyond in a variety of contexts. They initiate games in which they explore measurement and learn about shapes. For example, children learn about the weight of play dough sculptures they have made, comparing to see which one is heavier or lighter. Overall, adults have extremely good knowledge of how children learn and support children in their explorations. Such experiences prepare children extremely well for the next stage in their learning.

Adults make perceptive observations about children's various learning styles and learning and development needs. Using this information, they skilfully plan play experiences which interest children and further their learning and development. Each child in the nursery is assigned to a key person who very closely monitors the child's achievements and plans for their next steps in learning. As a result, children make excellent progress towards the early learning goals.

Parents are invited and supported fully to participate in their children's learning. They are kept up to date with experiences and activities planned for their children and know at any given time what their children are learning. Staff maintain a highly effective communication system with parents through daily communication sheets and books. These facilitate a two way communication and collaboration between key persons and the parents of each child. Such continuity contributes to children's high achievements. Children's key persons meet regularly both formally and informally with all the parents to communicate about children's needs and to work together towards children's progress.

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

Children form particularly secure attachments with their key person, which makes them feel very safe and happy. This results in children being extremely self-confident and independent in their explorations. The nursery has very clear and well-established routines and children know what is expected of them at all times. Staff implement the nursery's comprehensive behaviour management strategy highly effectively. They model friendly and respectful relationships and as a result, children are kind towards one another and play extremely well together in this nursery. Children demonstrate that they have excellent self-control and know how to adapt their behaviour to various situations. The nursery has a particularly friendly and welcoming atmosphere which has a very positive effect on children and visitors.

Adults are highly effective in supporting children to take risks and learn about having

responsibilities. For example, children carefully help to refill the water tray by carrying buckets of water from the bathroom to the playroom. They use brooms to sweep clean their own 'home corner' and participate in tidying up, knowing where everything goes. The organisation of resources is exceptionally good which enables children to make independent choices about what they need for their explorations.

Staff give the highest priority to the safety of children. They enhance children's knowledge of safety during outings and in the nursery by using traffic signs and zebra crossings for the tricycle routes in the playground. Staff teach children about the importance of minimising the risk of spreading infections. For example, children know to put used tissues in bins and wash their hands afterwards. Children have a very healthy life style. They enjoy fresh air and physical exercise daily, riding their tricycles in the outdoor play spaces, playing basketball and being very active. The nursery has a physical exercise early years professional who comes in once a week to lead dance and movement sessions for the youngest of children. This supports their physical development extremely well.

Mealtimes are very sociable occasions where adults join the children for lunch and help them if they ask for help. The children are very independent and confident to help themselves from a central dish and to pour their own water from the jug into their cups. They eat nutritious, fresh meals prepared on the premises for lunch and healthy snacks such as cheese wraps and cucumber in the afternoons. This helps them to learn about making healthy choices. The nursery offers children spaces to relax and be comfortable as well as be active and explorative. Younger children who need a sleep rest in their rooms in comfort on individual mats.

The staff have been developing a complex programme to support children in their move to school. Older children visit the new school they plan to join, while teachers from the school are invited to meet the children in the nursery. This prepares them very well for the next stage in their lives. Parents are fully consulted in this process and invited to participate in the move to school programme.

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

Management closely monitor all educational programmes to ensure that these are of the highest standard. There are highly effective managerial systems in place to support room leaders and staff as they plan activities and experiences for each child's individual needs. Staff regularly compare children's progress to the Development Matters in the Early Years Foundation Stage guidance so they can identify early if children have any additional needs. The management team have an excellent overview of all children's progress so they can support staff to identify any area that needs enhancing. This shows that the managers are determined to continuously improve the provision so that all children reach their full potential in their learning and development.

The managers and staff make children's safety their priority. There are rigorous recruitment systems to ensure all adults are suitable to work with children. Staff have an

excellent knowledge of child protection issues and take very positive steps to protect children. For example, all staff have completed online training to enhance their knowledge of child protection issues. They also undertake comprehensive checks of the environment to minimise hazards and the risk of accidents. Management and staff use highly effective systems to account regularly for all the children in their care.

There are excellent systems for self-evaluation. Management take full account of the views of parents, staff and children as they evaluate the provision. For example, at parents' suggestion, key persons now communicate through 'communication booklets' in which parents can also make notes about the child's life at home. Management have responded fully to the recommendation made in the last inspection report and have several plans to develop and improve the provision further. Management support staff very well in participating in training projects, such as Every Child a Talker, thus enabling them to develop their knowledge of related issues. They ensure that new learning is shared with all staff and together they plan how to implement the new ideas. All the staff have been studying towards higher professional qualifications and continue to study further.

Management offer regular supervision to each member of staff to monitor the quality of their practice and ensure that they interact appropriately with children. In addition, the managers observe sessions with children and give staff feedback, helping to improve the quality of their work. This contributes to staff self-confidence and increases the impact of their practice on children's learning and development.

The nursery has developed very strong collaborations with outside agencies, such as health professionals, educational psychologists and the local authority advisers. Such partnerships have led to exceptionally effective programmes to support children with additional needs and also benefit all children.

## 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>	EY271884
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	908451
<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>	51
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Select Enterprises (South East) Ltd.
<b>Date of previous inspection</b>	23/06/2009
<b>Telephone number</b>	0208 518 8855

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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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