

Kids Inc Day Nursery

459B Upper Richmond Road West, East Sheen, LONDON, SW14 7PR

Inspection date	31/05/2013
Previous inspection date	04/11/2008

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		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

- Staff manage children's behaviour exceptionally well. They use a wide range of highly effective strategies to encourage children's excellent behaviour.
- Staff have strong, nurturing relationships with children who are confident, secure and enthusiastic learners.
- Staff use children's interests to plan meticulously to meet the individual needs of children.
- Staff are well-trained and extremely knowledgeable in safeguarding matters to protect children from harm.
- Staff have excellent links with a range of partners involved in children's care and learning to promote exceptional outcomes for children.

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 carried out a joint observation with the manager, of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector tracked the progress of several children.
- The inspector spoke to parents, staff and children and took their views into consideration during the inspection.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Kids Inc. Day Nursery registered in 2007. The nursery operates from a ground floor purpose built building in East Sheen in Richmond-upon-Thames. It is one of 10 nurseries owned by Select Enterprises South East Ltd. The day nursery serves the local and neighbouring communities. The nursery is registered on the Early Years Register. The nursery is open each weekday from 7.30am to 6pm all year round except for a week's closure at Christmas and at public bank holidays. There are currently 38 children in the early years range on roll who attend for a variety of sessions. The nursery receives funding for early education for children aged two, three and four years. The nursery supports children who speak English as an additional language. The nursery currently employs 13 members of staff, 11 of whom hold appropriate early years qualifications. Ten staff hold level 3 qualifications, one staff member holds a master's degree in early years and two staff members are working towards early years qualifications. In addition, the nursery employs a cook. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- encourage children to use all of their senses to develop their understanding of how numbers and letters are formed, for example, by providing sandpaper numbers for them to trace the number shapes with their fingers.

Inspection judgements

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

Children make excellent progress in this highly organised nursery. A diligent staff team plan meticulously to meet the individual needs of children exceptionally well. Children are highly engaged in learning because staff place strong emphasis on using children's interests in planning of activities. For example, children show interest in building sites in the local area so staff place bricks in the outdoor area and help the children to make 'cement' from sand and water. Staff question children effectively. For instance, they ask children to describe the consistency of the 'cement' and whether the mixture would hold the bricks together. The children think critically about this before deciding to add more sand to the mixture because they think it needs to be thicker in consistency. Children have fruitful discussions with staff about building, tools and designs and this supports children language development and understanding of the world exceptionally well. All areas of learning are covered robustly. Staff encourage children's inventiveness by ensuring that there is a wide range of resources that can be used flexibly and children use these to

great effect. Consequently, there is an excellent balance between child-initiated and adult-led activities.

The outdoor area is used very effectively to support children's learning. An area is partitioned off for imaginative play, using cardboard boxes and wooden planks. Children work together cooperatively to make dens to hide in and their imaginations are fired by this. They create elaborate stories and staff support them very effectively by asking open-ended questions and by introducing new vocabulary related to their play. Children enjoy experimenting with different marks by using roller brushes, paint brushes, sponges and water on walls. They learn to recognise numbers and count in sequence as they park their cars in numbered bays.

Staff respond readily to children's ideas. For instance, children decide they want to wash the vehicles in the outdoor area. Staff ask the children to decide what they might need then children go to fetch the items to do this well. They take turns and work cooperatively as they play. Staff encourage children to recognise and write their own names by using name cards. They learn about letters and sounds through games and fun activities and some children are able to write words and simple sentences. Although staff teach children how letters and numbers are formed, children are not encouraged to use all of their senses, particularly touch, to enhance their understanding of how to write letters and numbers. Children use programmes on the computer independently, such as the paint programme, to make interesting patterns and pictures. This helps children's understanding of technology and enables them to practise their skills in operating simple programmes. Children practise their early writing skills in the pretend play area, which is used well to maximise learning opportunities for children. These activities help children to develop excellent skills for later use at school.

Children have good opportunities to develop their physical skills on a wide range of large and small equipment in the garden. They are encouraged to move in different ways and develop excellent coordination skills. Children grow vegetables outdoors and this helps them to understand where vegetables come from.

Babies absorb themselves in a very wide range of activities, such as gloop, jelly, cornflour and shredded paper. They enjoy exploring the texture and consistency of these mixtures using their senses. Staff read stories to babies in lively tones and encourage babies to participate in the stories by pointing to pictures and making relevant sounds. This helps babies to engage with books and understand simple story structure.

Staff keep comprehensive assessment records on children, which are regularly updated. Samples of work, photos of skills and high quality observations are evaluated very well and children's next steps are pinpointed precisely. These are brought through to children's individual plans very effectively. Progress checks for children aged between two and three years are completed well and written summaries are provided for parents. Staff support children who learn English as an additional language well because they display and use key words in a child's home language to aid communication and language development.

Parents have excellent opportunities to contribute to their child's learning. This is because

staff suggest activities to parents to support children's development. Parents share their observations of their children with staff and these are used to inform planning. Staff keep parents up to date on their child's progress through daily interaction and at regular review meetings. Staff complete daily feedback sheets on learning activities undertaken by younger children, which helps to keep parents informed of their children's progress.

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

Children have strong, happy, secure relationships with staff in this caring, nurturing nursery. This is because staff spend time finding out about children's interests and skills and use this knowledge very well in planning. Children's well-being is supported exceptionally well through the use of visual timetables, which help children to understand nursery routines. Babies settle very readily because staff willingly adapt nursery routines to incorporate the babies' individual needs. Staff make photograph books of babies and their families for babies to look at and this helps them to feel secure and valued.

Children show excellent awareness of safety. They act as 'garden spies' as they carry out daily checks in the outdoor area for any minor hazards, which they record in special books. Staff are excellent role models and teach children how to handle tools and use equipment safely. Older children have excellent self-care skills and wash their hands at appropriate times. Staff support younger children to learn about good hygiene and nappies are changed in comfortable and clean conditions. Children learn about healthy routines through visitors to the nursery, for example a local dentist visits to talk with the children about good oral hygiene. The environment is bright, welcoming and well-resourced and children independently select resources from accessible storage units.

The staff help children to develop healthy eating habits. They do this by providing children with appetising, nutritious meals and snacks and fresh drinking water is freely available to them. Older children feed themselves competently and staff help younger children, where needed. Staff cater for special dietary needs. Children keep strong and have daily fresh air when they use the outdoor area to practise a wide range of physical skills.

Staff manage children's behaviour exceptionally well. They agree ground rules with children and display these to reinforce good behaviour. Staff are gentle with children and explain clearly why certain behaviour is not acceptable, offering suitable alternatives. They speak positively to the children to motivate them to behave well. Furthermore, staff analyse any incident involving negative behaviour so they understand why it happened and how they can prevent it. Staff have a superb approach to supporting children who move to school. They compile photograph books of key areas and staff at the local school, which children use to become familiar with the school environment. Staff also invite local teachers to the nursery to get to know the children. This helps children to settle well at school. Children who move group rooms within the nursery spend time becoming used to new routines and environments. This enables children to settle readily.

Children enjoy learning about different cultures through celebration of special events, such as Eid. They make craft objects and staff talk to the children about other cultures and

religions, which helps children's understanding of difference.

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

Staff have exceptional understanding of safeguarding matters and know the procedures to follow if they have concerns about any child. Staff receive regular safeguarding training to ensure that their knowledge is current and thorough. Staff complete comprehensive risk assessments, covering all aspects of the provision, to help protect children from harm. The nursery has excellent systems to keep children safe and staff are thoroughly vetted for their roles. For example, closed circuit television is used to monitor staff practice in group rooms and to see who is approaching the nursery.

Management have excellent systems to ensure that any issues of staff underperformance are readily identified and resolved. For instance, staff are supervised and observed regularly and individual targets are set as appropriate. Staff are offered support and a wide range of training courses and their training needs are identified through yearly appraisals. For example, staff attended a course on behaviour management, which led to an increased awareness of different strategies to manage children's unwanted behaviour.

Management monitor the educational programme and assessment robustly. They review records of evaluations of activities to track how improvements to planning and assessment have been made. They carry out spot checks on planning and assessment records and make recommendations to improve these areas. Management have implemented a comprehensive tracking system that enables staff to immediately identify any children, or groups of children, who need additional help. This information is used to devise strategies to close any gaps in learning and improve outcomes for children.

Management work very effectively with a range of partners. For instance, they signpost families to services at the local children's centre and have excellent links with community health professionals to support children's learning and development. They have strong links with local schools to support children who move to school. Partnership work with parents is very effective and parents have excellent opportunities to contribute to their children's learning. Parents spoken to at the time of the inspection expressed high levels of satisfaction with the provision and were extremely pleased with their child's progress.

The nursery has identified highly relevant areas for development because it evaluates the provision very effectively and with regularity. For instance, management plan to enhance learning opportunities in the garden area for children. Staff and parents contribute to the evaluation of the provision and staff talk to children to find out their views. Staff act on suggestions where appropriate. Previous inspection recommendations have been met, for example, the supervisor of the baby room now holds a full and relevant level 3 qualification. The nursery demonstrates excellent practice and has outstanding capacity to maintain this and improve outcomes for 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

Unique reference number	EY365119
Local authority	Richmond upon Thames
Inspection number	838035
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	38
Name of provider	Select Enterprises (South East) Limited
Date of previous inspection	04/11/2008
Telephone number	02088 768144

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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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