

Alert Kids Day Nursery

806 High Road Leyton, London, E10 6AE

Inspection date

06/06/2013

Previous inspection date

18/04/2011

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 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 develop strong, affectionate, caring relationships with staff who support them well and encourage them to learn and develop.
- Effective leadership helps staff to develop professionally and meet the individual needs of children.
- There are good systems in place to identify and support children with special educational needs and/or disabilities to help them to achieve and progress.
- The staff build good relationships with parents, keeping them well informed and involved in their child's learning and development.

It is not yet outstanding because

- Staff miss opportunities to discuss with children the importance of a healthy diet and lifestyle.

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 examined documentation including a representative sample of children's records and development plans.
- The inspector discussed aspects of practice with the staff and managers.
- The inspector observed children's play and the staff's interaction indoors and outdoors.

Inspector

Caroline Preston

Full Report

Information about the setting

Alert Kids Day Nursery is run by Alert Group Limited. It registered in 2004 and operates from six rooms in a purpose built building. The premises are situated to the back of the Children's Information Service office in the London borough of Waltham Forest. There are currently 56 children on roll. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 16 members of staff, all of whom hold a childcare qualification.

The nursery supports children learning English as an additional language and those with special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education to children aged two-, three- and four-years-old. The nursery is open each weekday from 7.30 am to 6.30pm all year round except for bank holidays and Christmas. All children share access to a secure enclosed outdoor play area.

What the setting needs to do to improve further

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

- improve children's understanding of importance of healthy foods and why they are important for their bodies.

Inspection judgements

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

Children make good progress in all areas of their learning and development. Staff provide good and effective learning opportunities to help all children to progress. On-entry and ongoing observations and assessments of children help staff to plan for their next steps. Staff have effective systems in place to identify where children are not reaching their expected milestones. As a result, good support is given to children with special educational needs and/ or disabilities to help them reach their full potential. Staff work closely with parents and external agencies to develop individual learning plans for children. Parents contribute to initial assessments as they discuss their child's development with staff. This supports the beginning of strong professional relationships between parents and staff.

Staff tune into very young babies needs well. They provide warm, loving consistent care this helps babies settle and feel secure. Staff engage in playful interactions that encourage young babies to respond to. Staff stay physically close to young babies, making good eye contact using their voices to help babies tune in to them.

Staff teach children good skills in how to use information and communication technology. For example, older children show skill as they use the computer, they handle the mouse well and have good finger control. They use different educational programmes on the computer such as early writing and mathematical programmes. Staff enable children to develop their physical skills well. Children enjoy outdoor physical play, they climb, run and walk skilfully. Staff, to encourage children's understanding of mathematics, provide a good range of activities. For example, young children enjoy water play, pouring and measuring with jugs and funnels. They make patterns with small pegs on a board concentrating as they develop mathematical skills. Children learn to enjoy books and stories and understand that print carries meaning as staff read these to them. Staff encourage children to extend their learning by asking them to draw out the story.

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

The well-established key person system means that all children settle in easily and are happy. Staff support children to be independent through good daily routines such as mealtimes. Children are encouraged to serve themselves and enjoy sitting with each other and staff. This supports their independence and well-being. Staff are good role models they talk to children respectfully and teach them good manners. They help children to understand behaviour boundaries so that they share and take turns during play.

Children learn about safety as they practice regular fire drills with staff. Staff teach children why these are important. Children learn why roads are dangerous and they are taught how to cross roads safely when out on trips. Children's knowledge of different cultures and backgrounds are supported through the good use of resources that reflect positive images of others. They also learn through the celebration of different festivals. Children learn to manage their own hygiene needs as they wash their hands before and after meals. They are offered healthy meals, but staff miss opportunities, particularly at these times, to explain in more detail why a healthy diet is good for them.

The well-resourced environment means that all children learn from the stimulating toys available to them. A good range of activities is provided that keep children occupied and engaged. Staff are warm and friendly towards the children and take care of their needs well. Children are prepared well for their next stage of learning and their moves to school. Staff teach them good social skills and enable them to become independent and confident.

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

Leadership and management is good, the provider has spent time with the new manager to ease her transition into her new role. This means that staff, children and parents feel secure about the new change in leadership. Good knowledge of the learning and development and safeguarding and welfare requirements support children's care and education being met effectively.

Staff's good understanding of safeguarding policies means that children's well-being is a high priority. Staff know their roles and responsibilities in keeping children safe at the nursery and on trips. They are secure in their knowledge of how to identify concerns and follow safeguarding procedures should they have any concerns about a child in their care. They complete detailed risk assessments to identify any potential hazards and check all areas of the nursery regularly to minimise and remove hazards. Staff maintain all required documentation including a record of children's daily attendance.

Staff evaluate their practice and the effectiveness of their educational programmes well. Staff are supported through regular supervisions and appraisals, this helps build a strong staff team. These sessions also identify any weaknesses in staff practice and enables the management to make good improvements, to support children better. For example, staff are offered additional training both externally and in-house across different areas of practice. The effective self-evaluation has also enabled improvements to the environment such as new flooring in the playrooms and a range of new diversity resources. Effective links with outside agencies help staff meet the needs of all children. Strong partnership with parents means that they are involved with their child's learning and progress.

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	EY282548
Local authority	Waltham Forest
Inspection number	908525
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	56
Name of provider	Alert Group Ltd
Date of previous inspection	18/04/2011
Telephone number	0208 558 8503

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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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