

Kidstreet Nursery

Unit E, 29-38 Jenkins Dale, Chatham, Kent, ME4 5RD

Inspection date

15/07/2013

Previous inspection date

27/04/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 play in good sized rooms that allow them to move around freely accessing a good range of resources and equipment.
- Partnership with parents is given high importance with good information-sharing processes in place.
- Children are confident individuals that are settled and show good personal independence skills.
- Inclusion is promoted well throughout the nursery, enabling all children's needs to be met.

It is not yet outstanding because

- The organisation of lunchtime does not always provide a calm environment.
- Children enjoy stories; however book areas are not as inviting as they could be to further promote children's interest in books.

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 majority of the inspection was spent observing staff interacting with the children in all rooms and in all play areas both indoors and outdoors.
- Parental views were obtained through discussion on the day.
- Documentation was reviewed, including the policies and safeguarding procedures.
- A joint observation was carried out with the manager throughout the whole nursery.

Inspector

Jane Wakelen

Full Report

Information about the setting

Kidstreet Nursery is a private nursery provision. It opened and was registered in 2004 and operates from four rooms in an adapted industrial building close to the centre of Chatham, Kent. Children have access to two enclosed outdoor play areas and one indoor area. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year excluding bank holidays and Christmas Eve.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 128 children aged from birth to under five years on roll and children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 28 members of staff working directly with the children, 23 of whom hold appropriate early years qualifications to at least National Vocational Level 2. There are four apprentices working towards a qualification. The nursery provides funded early education for two-, three- and four-year-olds and 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:

- review the organisation at lunchtime to provide a calmer experience for all children
- develop the book areas further to strengthen children's interest in literacy.

Inspection judgements

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

Staff are well-qualified and have a good knowledge of the Early Years Foundation Stage learning and development requirements. They use this knowledge to plan effective and suitable learning opportunities for children in a well-resourced environment. Staff carry out regular observations of children's learning and identify children's interests which they use to inform the planning. Children's learning is then summarised regularly using a programme to identify the progress children are making in their development. Good systems are in place to support all staff to provide stimulating opportunities both indoors and outdoors. Staff show a good understanding about the two-year progress check and

share this with parents to obtain their contribution. As a result, records are accurate and provide good information for health care professionals.

Children play well together, building good friendships with their peers. They move around freely in their rooms finding the different toys and resources to meet their interests. For example, several children choose to play alongside an adult in the role-play area dressing up in make-believe characters in their castle. Staff provide good support, interacting with the children and extending their vocabulary and communication skills. Younger children are encouraged to babble and point out familiar pictures in books, with staff offering good eye contact and positive facial expressions. Older children communicate well, asking questions and elaborating on their imaginative play with good vocabulary. Children are beginning to use some mathematical language in their play as they ask for 'more water' in the tray or count how many cars they have in the flour. Shapes are introduced through books, puzzles and construction bricks, enabling children to use real objects.

Children have ample opportunities to experience large physical play, both indoors and outside. Children enjoy the large indoor play gym, with soft cushions and balls to move their bodies in different ways. They can play outside digging, planting and water play or perfecting their balancing skills with help and encouragement from staff. This physical play also effectively promotes children's hand and eye co-ordination. Staff understand the importance of providing writing opportunities in all rooms, using a variety of equipment such as crayons, pencils and paints. Children who are about to go to school write the letters of their name to label their work effectively. Staff provide stories, story sacks and puppets to promote children's literacy skills, although book areas in all rooms are not always well planned or presented.

Staff plan activities around children's interests, and include all areas of learning. Staff help children extend their understanding of the world through festivals, celebrations and through themes. For example, they talk about different countries and children taste different meals from around the world on a monthly basis. Children with English as an additional language are supported in their understanding of English, whilst familiar words in their home language are displayed on the walls. All children are included and treated equally within the setting, with some children receiving further support through individual educational programmes.

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

The key person system is well implemented throughout the nursery. Staff know their key children well and plan activities to engage their interest and extend their learning. Children are very independent in all rooms, with the good support offered by staff. For example, children can select drinks from feeder cups in the baby room, with older children to pouring their own drinks. Pre-school children show good skills at lunchtime dishing up their own dinner and choosing the size of dinner they would like. All children are encouraged to make choices of activities and follow their own daily routines for sleep times, providing a familiar, safe routine. Children behave well and learn to take turns and share the toys, sometimes with the help of the sand timers provided by staff as a visual

support. Staff promote good behaviour through praise and calmly deal with disputes between children, helping them learn how to solve their problems amicably.

Children demonstrate a feeling of security and safety as they approach staff to meet their individual needs. For example, they go to them when their clothes are wet after water play, or when they need a cuddle or reassurance. Children take considered risks as they play. For example, they are creative with how they use the water and staff closely supervise but do not interrupt children's exploration. Tyres are available outside for children to move around, learning about how to move them safely as they play.

Staff promote good hygiene routines for children, such as hand washing before eating and after using the toilet. They implement these routines from the very youngest children, helping them understand why this is important. Older children often follow this procedure as a matter of routine and extend their personal care to wiping noses with tissues. Staff provide good role models as they ensure good hygiene routines at snack and lunch time, providing table cloths and opportunities for children to help clear up. A healthy menu is in place with food cooked directly on the premises. The cook provides a good healthy menu taking into account children's dietary needs or special requirements. At times, however, lunchtime is noisy and not managed as well as possible, to provide a calm atmosphere. The daily outdoor play provides children with fresh air to support a healthy lifestyle.

Children play with a good range of resources to address the seven areas of learning. Staff constantly monitor their rooms, moving resources around or requesting different provision to meet children's needs. Toys are stored at child height in all rooms and are selected to meet the age of the children attending. Resources can be moved around the nursery, providing children with an even better range. Toys are in good condition and cleaned on a regular basis to maintain an effective, safe environment.

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

The leadership and management team within the nursery are strong. All members of the management team work throughout the nursery, daily helping in rooms providing good support for the staff. They implement thorough, rigorous procedures for recruitment of staff to ensure their suitability. Regular supervisions and annual appraisals identify training needs. Training is encouraged throughout the nursery, with mandatory courses being planned in advance. Both internal and external training is promoted to extend staff's personal development.

Safeguarding is given high importance within the nursery. All staff have received training and update this on a regular basis. Each member of staff has the written policies in their staff handbook, in addition to the displayed policy in the entrance hall for parents to see. All staff are very clear as to the procedures to follow to protect children in their care, including following the whistle-blowing policy if necessary. The complaints procedure is followed, within the required timescales, and a log is kept as required. The thorough, comprehensive risk assessments help staff to identify any hazards and the measures to

minimise them. Staff have a good understanding about keeping children safe and take responsibility of their rooms to provide a safe environment for the children to play.

Self-evaluation is an on-going process. Parental comments through annual questionnaires and verbal feedback, staff's comments and children's views are all taken into consideration to inform this process. Secure monitoring systems help ensure children's progress in each room is reviewed. Management observe activities and ensure staff's skills are updated and extended. Consequently, good continuous improvements are made.

Staff have built secure, supportive relationships with many outside agencies to support children's individual needs attending the nursery. Professionals are invited in and work with the staff to provide individual, targeted support to enable all children to flourish and develop. This includes relationships with local schools who are invited into the nursery to meet their next intake of children.

Staff encourage parents to contribute to their children's learning stories and show them the folders on a regular basis. Parents feel they are kept very well informed about their child's progress and are encouraged to provide information or pictures to support this further. Parents' evenings and good support offered for the parents of school leavers enables children to be well prepared for their next move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	103774
Local authority	Medway Towns
Inspection number	927249
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	109
Number of children on roll	128
Name of provider	Kidstreet Nursery Ltd
Date of previous inspection	27/04/2011
Telephone number	01634 848222

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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