

Kids Inc Day Nursery

8 Glyn Road, Southbury, Enfield, Middlesex, EN3 4JL

Inspection date

Previous inspection date

03/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- A hard working and focused management team, that is driven and resolute in delivering high quality service, using enthusiastic and committed staff, engages children in rich learning opportunities.
- The nursery has developed strong partnership with parents, which promotes and involves them in their child's learning.
- All staff are highly skilled in supporting children to form secure emotional attachments. They value the uniqueness of each child and get to know the children and families exceptionally well to secure smooth moves within the nursery and to other settings.
- The ethos of valuing and respecting is embedded in all areas of the nursery ensuring that children, parents and staff have their voices heard and are fully involved in shaping of the nursery.
- Staff give children's safety the utmost priority and there are robust procedures in place to protect 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.

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 observed practice, including mealtimes and spoke with a selection of parents about their child's progress
- The inspector talked with all staff in each room, held discussions with the manager and area manager about their roles and responsibilities
- The inspector and manager undertook joint observations of the two-three age room and Pre-School room children.
- The inspector observed children's play and staff interaction, indoors and outdoors.
- The inspector accompanied an outing to the library with the two-three year old group and six member of staff.

Inspector

Debbie Buckingham

Full Report

Information about the setting

Kids Inc Day Nursery registered in 2013. It is one of 10 nurseries run by Select Enterprises (South East) Limited, who trade as Kids Inc Nurseries. It operates from a purpose built nursery building. There are four group rooms with three separate secure outdoor play areas. The nursery is open each weekday from 7.30am to 6.30pm, 51 weeks of the year. The nursery is in the Enfield area of the London Borough of Enfield. The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for free early education for three-and four-year old children. The nursery currently supports children with special education needs and/or disabilities and children who are learning English as an additional language. There are twelve members of staff including the manager, who work directly with the children, of these all hold appropriate early years qualifications at levels 2 to 4. The manager holds an Early Years Degree. The nursery employ a cleaner and cook. The nursery 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:

- Enhance the activities on offer in the outdoor play area, to further promote children's imagination and creativeness outdoors.

Inspection judgements

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

Children thrive in this rich, varied and imaginative learning environment. They are eager to learn and are exceptionally keen to take part in the stimulating and exciting activities. Staff are highly skilled in identifying when they need to get involved and extend children's learning and when to step back to allow children to explore and try out their own ideas. Staff are highly effective in questioning children to challenge them to think for themselves, predict what might happen and work out problems. As a result, children are developing essential skills needed in readiness for their eventual move to school. For example, children are fascinated by the building materials they are provided with. They are given opportunities to measure, count and test out ideas of the size of the bricks before collecting resources, and then develop their own ideas to build a wall with other children.

Children happily involve the staff in their play and learning as they enlist their support in

being a model for hairdresser role play. Children make decisions about the size of rollers needed and how they are to be fixed into her hair; others join in with using brushes, combs and water spray bottles to develop a style chosen from the stylist book. Children's communication and language skills are abundant and well supported as staff work closely with parents to ensure a consistent approach.

Children have many opportunities to explore their local community, and enjoy meeting local people and finding out about their roles. For example, they received an invitation from the local library to attend a 'song time' and explore the library books. This offered children an opportunity to join in with familiar songs, while excitedly looking through the wide range of children's books. Children describe what they have seen and learned, using photos of the visit that are displayed in a book and shared with visiting families. Staff supported children to learn about road safety as they negotiated the busy route towards the library. They encourage the children to better understand other businesses in their local area, when exploring the local greengrocer's, children smell and talk about the known foods and when they eat them. The nursery plan to 'adopt a granddad' from the local care home, so children can better understand the different experiences older people have from their own. Parents and children have welcomed the idea as children do not always have opportunities to meet with their grandparents to understand how the world has changed.

Staff know their key children extremely well. They make regular observations which are skilfully assessed and fed into planning, to ensure activities provide high levels of challenge and engage children's interests. Parents are fully involved in their children's learning and development in the nursery. They share information daily and have regular meetings with them to discuss achievements and plan together for their next steps in learning. Therefore, any concerns are quickly identified and timely support is provided.

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

Children are happy, extremely confident and have fun in this highly stimulating environment. The high standards of care, and the innovative and enthusiastic ethos of all staff are well embedded across all areas. Children are challenged when their behaviour is not appropriate and supported with learning alternative strategies. They learn to listen to one another and to respect the other children, staff and the environment. Children acknowledge each other's feelings and staff encourage them to describe their emotions. Staff support them to recognise their names using self-registration boards and 'who is here today' charts. Older children demonstrate a clear understanding of what being respectful means and are often heard reminding those who forget, and show others how to behave during meal times. For example, they ask if others want more water or if they have finished, before collecting and clearing away finished plates.

A highly successful key person system ensures that children settle exceptionally well. The staff work closely to help new families settle with a flexible and meticulous settling programme. Moves into the next room are seamless as the child is introduced to their new key person by their existing key person. A report accompanies the child on the move and

identifies their progress and achievements. This enables the new key person to prepare new starting points for the next stage in the child's learning. Children have trial visits and take as much time as they need in order to feel settled and comfortable.

Children learn to keep themselves healthy and parents are invited to healthy fun days, around the world cooking, and stay for lunch sessions to share in children's learning. They eat freshly prepared, nutritious and balanced meals each day. Snacks are varied and prepared with children's help to promote their understanding about healthy lifestyles. Physical play is supported very well in all age groups. Very young children have low level floor play areas that encourage investigative play, and there is an exceptional sleep monitoring system that monitors babies' temperatures. Toddlers are very skilled in using the climbing apparatus. This results in rapid progress in children's confidence, risk taking and ability to climb and balance. The close monitoring of children's physical play has ensured that there are opportunities for children to play on large equipment in a spacious outdoor area. Children confidently take risks in the safety of the environment as they climb the large apparatus. However, opportunities provided for children to engage in imaginary and sensory exploration that fosters and sparks children's imagination, are less well developed in the outdoor area.

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

The drive and commitment of the directors, the manager, and senior staff is truly inspirational and seen across the whole staff team. Professional development is supported and encouraged. As a result, the team are highly qualified and passionate about providing the very best for all children and families. They pride themselves in striving to be the best they can. The manager is an excellent role model for all the staff who she supports and mentors, passing on her valuable knowledge and experience.

Children are exceptionally well safeguarded because the staff are fully aware of their roles and responsibilities. They have received safeguarding training and know the course of action to take if they have a concern about a child's welfare or have any concerns regarding the behaviour of staff. All staff are subject to a rigorous recruitment and selection process and have Disclosure and Barring Service checks in place. Robust induction procedures ensure that they are fully aware of the nursery's policies and procedures. Staff are vigilant about children's safety, and thorough risk assessments ensure that premises are safe and secure. Adult-to-child ratios are high to enable children to be supervised effectively at all times and receive high levels of care and attention. A secure CCTV monitoring system in each room provides the management with superb monitoring facility to keep children, families and staff safe at all times. Parents are able to view their child room from a screen in the entrance hall. This is particularly supportive during the settling in period and provides families with assurances that the utmost care and attention is offered to their child.

A high priority is given to working in partnership, as the staff fully understand the benefits to children of strong continuity of care. They welcome advice and guidance from the local

authority and external agencies that work with individual children. They have close links with the local children's centre as well as the local schools. The close relationship they have developed with local schools has helped children to make smooth moves to school. Teachers visit the nursery to meet children and share their developmental records. Photo albums provide pictures of what school is like and enable children to become familiar with school life. Partnerships with parents are strong and parents feel very welcome, included and their views listened to and acted upon. Parents state their children have made amazing progress since they started attending nursery.

The culture of reflection, evaluation and development is of an exceptionally high standard and the manager knows her staff, their strengths and areas that need to develop very well. Staff are exceptionally well monitored and development of their knowledge and understanding of practice is devised through superb programmes of professional development. Parents and children are involved in the monitoring and evaluation process. The drive for improvement is demonstrated by a clear improvement plan that considers the views of the all those involved. Support from the directors and area management provides the nursery with consistently high quality professional direction that empowers staff to provide a first class nursery.

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	EY456841
Local authority	Enfield
Inspection number	907843
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	101
Number of children on roll	44
Name of provider	Select Enterprises (South East) Limited
Date of previous inspection	not applicable
Telephone number	02085982600

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

