

# Kids Inc Day Nursery

29 Old Station Road, Loughton, ESSEX, IG10 4PE

<b>Inspection date</b>	20/08/2013
Previous inspection date	21/07/2011

<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		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 enjoy a good range of quality experiences indoors and outside, planned by staff. Consequently, they make good progress in all aspects of their learning.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are well settled and secure.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Staff have a good awareness of their responsibility for safeguarding and check that the resources and premises are suitable and safe.

### It is not yet outstanding because

- At times, staff do not always enhance children's learning through making maximum use of open-ended questions.
- The organisation of snack time, particularly for younger children, is not used to maximise the development children's social skills.

## 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 activities in all rooms and the outside area.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.

## Inspector

Clair Stockings

## Full Report

### Information about the setting

Kids Inc. Day Nursery was registered in 2003 on the Early Years Register. It is one of 10 nurseries owned by Select Enterprises South East Ltd. It is situated in Loughton, Essex. The nursery serves the local area and is accessible to all children. It operates from a converted house and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children and there are 107 children on roll. The nursery employs 19 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 15 at level 3.

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

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

- support staff further to enhance children's learning through consistently good use of open-ended questions
  
- review the organisation of snack time, particularly for the younger children, in order to enhance the opportunity for children to develop their social skills.

## Inspection judgements

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

Staff have a sound understanding of the seven areas of learning, which ensures they are skilled in planning to meet each child's individual needs. Staff use their knowledge to identify specific starting points for each child and maintain detailed records on how well they are progressing. They carefully evaluate each activity to help identify and narrow any gaps in the children's learning. Consequently, children thrive and make good progress in their learning and development. Effective systems to engage parents in all aspects of their child's learning are in place. Parents complete detailed records with staff on their child's admission to the nursery so that a robust assessment of each child's abilities is made. This ensures staff can plan specifically for individual children. The strong key person system ensures parents are well informed about their children's achievements and progress. They have regular meetings with staff to share information about their child's development and share their own observations from home. This effectively involves parents in their child's learning.

Children have fun as they access a varied range of activities and experiences across different areas of learning. They clearly enjoy learning through play, eagerly choosing what they wish to do from the interesting range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Attentive staff play alongside the children offering gentle support and encouragement. Skilful questions by most staff extend children's thinking and they gently guide children to develop their skills as they play alongside them. However, on occasions, less experienced staff do not always use spontaneous opportunities to pose open-ended questions to extend children's thinking and development in all areas of learning.

Staff promote successfully the communication and language skills of all children. For example, younger children eagerly join staff to create a puppet show, retelling a familiar story and singing favourite rhymes. Older children are articulate, confident to interact with visitors to the nursery. Staff move around the playroom joining in with children's play, talking to them clearly and taking opportunities to extend their vocabularies. For example, children describe the texture of biscuit mixture as 'gluey and sticky' as they feel it between their fingers. Staff support children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Children use a wide range of different tools for making marks to practise early writing skills.

Staff promote children's mathematical learning effectively as they encourage children to estimate the number of scoops of sand it takes to balance the containers on weighing scales. Babies explore a variety of resources in the designated sensory room that encourage them to learn and investigate through their senses. For example, they exclaim with delight as, supported by attentive staff, they discover that they can create a range of sounds as they beat a wooden spoon against different surfaces. Children begin to develop an understanding of the wider world. For example, colourful wall displays include images from different countries and the nursery celebrates a variety of festivals, such as, Chinese New Year and St Patrick's Day. Exciting outings to the local shops, library and nearby fire station provide experiences for older children to find out about their local community.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. Staff organise the playrooms and plan activities to ensure that every child enjoys exciting learning and development experiences that meet their individual needs. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls and equipment to support all areas of learning is readily accessible for children to self-select. There is a good mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. Consequently, they develop skills to support the next stage in their learning and their move to school.

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

Children play a full and active role in their learning in this warm and welcoming environment. Upon arrival, older children settle swiftly to an activity of their choice and confidently seek assistance and reassurance if needed. Babies and toddlers share a warm relationship with their key person and other staff, who are kind and gentle towards them. From an early age, they explore their surroundings, supported effectively by attentive staff. Regular praise and encouragement helps to promote children's self-esteem. Staff gather good information from parents about their child's care needs and effective settling-in routines help children create strong bonds with staff. As a result, all children form secure emotional attachments to staff. These good relationships also help to prepare children for future transfers, for example, from one base room to another within the nursery and, later to school. Staff foster children's sense of belonging well through the vibrant display of their photographs, paintings and collage work all around the nursery.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. The nursery chef prepares nutritious snacks and meals, and children's individual dietary requirements are met. Mealtimes are sociable occasions when staff encourage older children to learn independence skills by helping to serve the food and pour their own drinks. However, there is scope to enhance the organisation of snack time for younger children to provide further opportunity to develop their social skills. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Nappy changing routines for younger children are managed well. Children know and use good day-to-day hygiene habits, such as hand washing. They benefit from regular fresh air and exercise during outdoor play.

Children play cooperatively with their friends, taking turns and demonstrating respect for each other. Staff apply clear, consistent boundaries and, consequently, children's behaviour is good. They encourage use of manners, with gentle reminders to say 'please' and 'thank you'. Older children willingly take on responsibility, for example, as they help to tidy away their toys after play. During play outdoors they listen carefully and adhere closely to the instructions of staff and regularly practise the emergency evacuation procedures. This demonstrates a mature attitude to taking responsibility for the safety of both themselves and their friends. As a result, children enjoy their experiences in the nursery and learn good skills that support their future learning.

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

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. Management have also recently introduced a tracking system to ensure that all children are making good progress and to identify any gaps in their learning. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and

share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and continue to identify priorities for improvement. Evaluation takes account of the views of managers, staff, the local authority advisor, parents and children. Parents' complete regular questionnaires and monitoring visits from the local authority are used to enhance the service provided and promote further improvement.

The provider has a good understanding of the safeguarding and welfare requirements. All required documentation is in place and readily available at inspection. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, induction procedures support their developing knowledge of the nursery's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Partnerships with parents and carers are a clear strength of the nursery. Parents warmly praise the 'caring and friendly' staff team and the progress their children are making. They continually receive high levels of information about their child and are actively encouraged to be involved in their progress. Parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are fully met. Staff promote good links with other early years providers, which further aid children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY271103
<b>Local authority</b>	Essex
<b>Inspection number</b>	915559
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Select Enterprises (South East) Limited
<b>Date of previous inspection</b>	21/07/2011
<b>Telephone number</b>	0208 598 2600

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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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