

Kids & Co Day Nursery

41 Westcombe Park Road, Blackheath, London, SE3 7RE

Inspection date	08/10/2013
Previous inspection date	12/12/2012

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

- The nursery provides an innovative outdoor play area that provides a stimulating and challenging space for children's physical development and their curiosity about the natural world.
- Children are eager to join in the rich and imaginative experiences provided for them and become confident learners.
- Staff provide a warm and caring atmosphere that results in children forming close and trusting relationships with adults.
- The provider is a reflective leader who has built a professional team of staff who constantly strive to improve the provision and support every child's progress to ensure the best achievement possible.

It is not yet outstanding because

- Recent breaches of legal requirements meant that a child was able to leave the nursery premises and grounds unnoticed and unsupervised.
- Children do not keep records of their own achievements to share with others, such as through taking photographs of their models and art.

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 spoke to members of the management team, staff and children.
- The inspector observed children's play both indoors and outdoors and the staff interaction with them.
- The inspector sampled a range of documents including policies, risk assessments and some children's records of achievement.
- The inspector talked to some parents and read other parental comments to obtain their views.

Inspector

Karen Callaghan

Full Report

Information about the setting

Kids and Co Day Nursery is privately owned and has been registered since 1990. It operates from a large house in Blackheath in the London Borough of Greenwich. The facilities include a kitchen, toilets, laundry room, two play rooms and an enclosed garden. The nursery is also registered on both parts of the Childcare Register. There are currently 38 children on roll who attend various days during the week. The nursery is funded to provide early education funding for three- and four-year-olds. The children are grouped according to age and ability and have a base room. The nursery is open five days a week, from 8am to 6pm. It closes for one week at Christmas and all bank holidays. The nursery provides support for children with special educational needs and/or disabilities and who learn English as an additional language. The nursery currently employs nine members of staff. The manager holds Early Years Professional Status. All other staff hold appropriate childcare qualifications in National Vocational Qualifications at level 2 or 3.

What the setting needs to do to improve further

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

- provide opportunities for the children to keep their own record of achievement by, for example, taking photographs of their models and art.

Inspection judgements

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

Staff value the information given to them by parents when their child starts attending the nursery. This information helps staff to understand what the child has already learnt to do in order to set starting points. From these, staff use their expert knowledge to plan for each individual child taking account of their unique way of learning. They have high expectations for all children and plan to support children of all abilities some of whom may have additional learning needs as well as those who are more able. Staff are very aware that different groups of children have different interests. For instance, a small group of boys enjoy looking at road signs and identifying the range of vehicles. Staff build on this interest by providing books, toys such as fire engines and trucks, road maps and pictures of vehicles from all cultures to extend their learning. Staff use their excellent knowledge of each child to provide an unlimited variety of experiences to stimulate their play and extend their vocabulary. For example, children have great opportunities to examine minibeasts and grow plants in the garden area. Children name and describe the creature's shape, and how plants grow and minibeasts move. Children enthusiastically collect sticks in the forest area and compare sizes by ordering their lengths from shortest to longest thus learning

mathematical terms while at play. The youngest children play with sand and become fascinated watching the way sand trickles through a variety of slotted spoons.

Staff take every opportunity to praise and encourage children to try new activities and skilfully extend their thinking skills by asking them open ended questions such as 'What do you think will happen next and why?' This enables children to have the opportunity to express their views and learn new words. Staff plan a varied range of educational programmes that successfully cover all seven areas of learning. Well-managed systems for on-going assessment ensure that next steps for learning are carefully organised for each child to enable maximum progress. Staff make careful, detailed observations that form exemplary records of attainment. These are shared regularly with parents and this allows them to contribute to this process at home. For instance, children learn to write their own names and they enthusiastically learn the sounds of letters by playing games and singing songs at nursery. Parents are given ideas to try out at home and help in supporting their child to write letters of the alphabet correctly.

Children are able to select from a number of wide and varied range of excellent resources independently as they are well organised and labelled by staff. Children's imaginations are well nurtured by access to a stimulating environment both indoors and out. For instance, a favourite story is enhanced as the children dress up and act out the drama in the forest. The atmosphere in the nursery is full of happy, busy children engaging in purposeful activity. Records show each child making excellent progress from their starting points. They are motivated to learn first class skills and attitudes to support their learning in the future. Although staff keep records of children's achievements, this is not extended to encourage children to do this for themselves. Children talk about the displays of photographs that staff take of them engaged in activities. However, children do not choose to take photographs of the creations they have made of their own choice, to talk about and share with others.

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

Overall, a key worker system helps to ensure that each individual child now has good support and care during their time at nursery. Home/school links are strong as parents can talk to staff every day and any problems are sorted out quickly and effectively. This results in children being able to form strong attachments and feel exceptionally secure in their relationships. Close working partnerships with parents and other professionals make sure that any additional needs are swiftly supported to enable success for every child.

Children quickly learn routines and most know what behaviour is expected. They take part in setting the rules and know that they have the support of all staff. This leads to confident and happy children who look forward to meeting their friends in an enriching and supportive environment. Children learn to take turns and share resources. They help to tidy up by sweeping the garden and clearing away the leftovers at lunchtime. They are taught to be kind to others and the staff are excellent role models in showing consideration to others. Children behave well overall and this gives the children a positive sense of well-being. Most children show a strong sense of belonging in the nursery.

Staff encourage children to understand and develop healthy lifestyles as they help themselves to water and fruit during the day. Their self-care is good as they know they must wash their hands after using the toilet and before touching food. There are abundant opportunities to focus on physical development and children learn to take risks in a safe and supportive environment. For example, they balance on logs in the garden as they move and climb with a soft landing of grass.

Staff provide children with many opportunities to visit the local community. They visit the local multicultural shops to choose cooking ingredients and they visit the local park to collect leaves and cones to examine back at the nursery. This helps children develop independence in the outside world and increases their knowledge. To enhance learning still further, children have extra tuition from outside providers who teach dance and football skills. The nursery has made strong links with local primary schools, which allows children to have a positive move to their next step in learning. Staff write detailed reports at the end of their nursery education and these help provide continuity in children's learning.

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

The inspection took place because of a notification to Ofsted regarding a recent incident whereby a child left the nursery premises and grounds unnoticed and unsupervised. The manager immediately reviewed risk assessments and staff deployment and actions have now been taken to improve the safety of the premises and ensure children receive the highest level of supervision. Staff now regularly head count the children while they are playing in the garden and make sure none can return into the nursery alone during outdoor play. The low level windows have now been made secure in order to make sure children cannot open them. There are safety gates preventing children from accessing the front and rear door, as well as the stairs. There is also CCTV in place and secure bolts on the front door. Staff are now fully aware of their responsibilities in making sure children are supervised at all times.

Staff have a suitable knowledge and of child protection issues and the procedures to follow if concerned about a child's welfare. Recruitment and vetting procedures are rigorous and help to ensure that staff are well qualified and are suitable to work with young children.

The nursery has a committed team of practitioners who are led by an inspirational manager. Together they endeavour to provide the best possible education and care to all children. There is a highly reflective overview of the educational programme, which is monitored on an on-going basis to make sure it is relevant to the needs of all. The manager identifies priorities for development in order to maintain and extend excellent opportunities, taking into account the views of children, parents and staff. This self-evaluation is in the process of being written up for all to see the clear actions to be taken. For instance, parents suggested that they would prefer to have newsletters sent by e-mail

and this has already been put into practice along with the use of social media. There are regular staff meetings and training days, which together with a new policy for supervision of staff, seek to maintain high quality provision. There is support when required from early years and special needs advisors and staff attend training sessions to increase their knowledge. Because the nursery provides an inspiring outdoor play space, other nurseries visit and are motivated to learn from this practice.

Partnership with parents is good. Parents are encouraged to speak to staff every day where they can discuss their child's needs and receive high quality professional support. Parents help raise money for good causes, join in celebrations and share their own skills. Reports provide parents with a clear picture of their child's progress and they are able to add comments and ideas of their own. A daily news board informs parents of the learning objectives and the activities that their child is engaging in. Staff support parents to help their child at home; for example guidelines in teaching them the correct formation of letters and numbers. Overall, parents appreciate the education their children receive.

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	509604
Local authority	Greenwich
Inspection number	935993
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	23
Number of children on roll	38
Name of provider	Kids & Co Day Nursery Partnership
Date of previous inspection	12/12/2012
Telephone number	020 8858 6222

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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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