

# Kiddies Lounge Pre School Day Nursery

Rivergate Centre, Minter Road, BARKING, Essex, IG11 0FJ

## Inspection date

Previous inspection date

11/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- The staff team promote the health and safety of children. Risk assessments are used well to ensure potential hazards are minimised, both within the nursery environment and on outings.
- Successful partnerships with other early years professionals ensure that children with identified additional needs are well supported.
- Children who speak English as an additional language make progress because staff are accomplished in promoting communication and language skills.

### It is not yet good because

- Staff monitoring is not sufficiently robust to prevent inconsistencies in practice. As a result, children's learning and development is not always effectively promoted.
- The deployment of some staff, and their interaction with children, is not effective to ensure that children are engaged in purposeful activities at all times.
- There is limited information gathered from parents about children's starting points to enable key persons to produce an accurate initial assessment of their capabilities and to use this information to track their progress.

## **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 activities in two playrooms and an outing.
- The inspector spoke with the manager, nursery staff, local authority staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by speaking to them on the day of the inspection.
- The inspector looked at a sample of policies and procedures, risk assessments, children's development records, accident, incident and medication records and all relevant documentation.

## **Inspector**

Jenny Forbes

## Full report

### Information about the setting

Kiddies Lounge Pre-school Day Nursery registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Rivergate Centre within the George Carey Primary School in Barking, in the London Borough of Barking and Dagenham. The nursery serves the local area and is accessible to all children. It operates from three childcare rooms, one of which is an after school club, and there is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, including one staff member who holds Early Years Professional Status.

The nursery opens each weekday from 7.30 am until 6.30 pm all year round. Children attend for a variety of sessions. There are currently 16 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff receive effective supervision, that provides support and coaching, in order to develop consistency of practice and improve outcomes for children
- support staff to improve interaction with all children and provide good quality learning experiences to ensure the children remain motivated and engaged.

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

- provide opportunities for parents to contribute to initial assessments of their children's starting points to enable their progress to be accurately monitored.

## Inspection judgements

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

Children participate in a wide range of planned and freely chosen activities and experiences, which enable them to explore learning across all seven areas. Staff

demonstrate their understanding of how children learn and use their knowledge and experience to extend children's learning. Key persons make clear observations of the children. They link their observations to specific areas of learning and use them to identify children's next steps, and any gaps in their learning to support children to make progress. Planning is tailored to include activities to support individual children's learning needs. Children's progress is recorded in individual learning journals, but these, and the progress check at age two, are in the early stages of development due to the high turnover of staff since the nursery opened. Parents know that they can speak to the staff about their children's development at any time and they are formally invited to parents' meetings every six weeks. However, parents are not fully involved in the initial assessment of children's starting points. This means that key persons cannot accurately track children's progress at this stage.

Children's communication and language skills are well promoted in the nursery as staff use clear English and ask open-ended questions to extend children's thinking. Children who are learning to speak English as an additional language are well supported by staff's knowledge of other languages and the use of sign language. The children learn new vocabulary every day and become confident speakers. Children learn a love of books and stories as skilful staff use role play and puppets to enhance a tale. The 'Every Child a Talker' initiative is used within the nursery, which helps staff identify any early issues relating to children's emerging speech so that the necessary support can be given. Children's physical development is well promoted through action rhymes and sports activities. They learn to manipulate hoops as they roll them and knock down skittles with small balls.

Resources for babies are appropriate to their age and stage of development. They learn physical and sensory skills and laugh out loud as they smooth their hands through baby lotion on a tray. Babies and older children learn to understand the world as they go out into their local community. They feel, and talk about, the plants by the river bank. They learn about the natural environment as they wonder if they might find a crocodile in the local pond. Staff remind the children that crocodiles live in a warmer climate and that they might see ducks there in the summer. Children develop essential skills, which will prepare them for school through the nursery's daily activities and routines. For example, they understand that they place their belongings on a peg bearing their name and photograph to keep them tidy and safe. They learn how to put on their boots and coats for outdoor activities and they learn to sit quietly using their 'listening ears'. They learn to understand the importance of following instructions, such as the rules of a new game to ensure each child is included.

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

Babies and older children form close relationships with their key person, other staff and each other. Babies and children are settled well and move about the nursery environment with confidence. They freely select good quality resources that are age appropriate and stored at children's level. The settling-in process provides opportunities for children and their parents to become acquainted with the nursery staff, environment and routines. Most

parents complete 'all about me' forms, which provide staff with information about the children's home environment, interests and likes and dislikes. Some are not fully completed due to the turnover of staff and changes of key persons. Children behave well. They learn to share and take turns, which helps them develop appropriate personal and social skills. Staff frequently remind children of the 'golden rules', particularly with regards to walking safely around the nursery rooms. Staff are, overall, positive role models, speaking to the children and to each other in a positive and gentle manner. Staff frequently offer praise and affirmation to children which helps to boost their self-esteem.

Children are safe in the nursery because robust risk assessments ensure that any hazards, such as blind cords, electricity sockets and windows are safely secured. Fire evacuation procedures are practised regularly in a variety of circumstances to ensure that all staff and children know what they must do should an emergency occur. Heating in the building is regulated centrally but staff ensure the rooms remain comfortable for the children by regularly monitoring and logging room temperatures. Children wear high visibility jackets when outside the nursery and are taught how to cross the road, and use the stairs and lift, safely. Children learn to keep themselves safe as staff remind them to remain seated when eating.

Regular routines within the nursery help children to develop an understanding of their own care needs, for example, they learn about the importance of hand washing before snack and meal times. Babies' and younger children's nappy changing routines are carried out discreetly and hygienically and staff chat and sing to them to help them feel comfortable. Babies and younger children sleep when they need to and are allowed to wake up in their own time. Children learn about eating healthily through activities such as fruit tasting. Nutritious and attractive food is served by staff at snack and meal times. Children are encouraged to serve their own food and to clear away when finished, promoting their independence and skills for the future. Children are taken out to exercise in the fresh air daily, either on walks or to the local playground. An outdoor play area is being prepared for use by the children but is not currently available to them. Children are taken to visit the on-site school in pairs when it is time for them to leave the nursery. This helps to ensure they are emotionally well-prepared for the next stage in their learning.

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

There has been a high turnover of staff at the nursery since it opened earlier this year. The new manager in post works hard to ensure the nursery is meeting the requirements of the Statutory Framework for the Early Years Foundation Stage and that the needs of the children are appropriately supported. Staff keep records of children's progress but, owing to the many changes of staff, these records are not always consistently maintained. There is an appropriate balance between adult-led and child-initiated activities and individual children's next steps are promoted through careful planning by key persons. Structured activities take place as planned throughout the day and children can choose whether or not they wish to participate. Children who choose to lead their own play are usually accompanied and supported by a member of staff who extends their play

appropriately. The manager carries out some supervision and monitoring of staff but due to the high turnover of staff secure systems are not well embedded to help drive improvement in the quality of the nursery provision.

Safety concerns highlighted by a visitor to the nursery have been addressed through thorough risk assessment and a clear action plan for improvement. The nursery has clear systems in place for recording accidents and incidents, and for sharing this information with parents. The nursery has a high ratio of staff compared to the number of children present, but they are not always well deployed. On some occasions children run around without being engaged in meaningful activities, which has an impact on their learning and welfare.

Children are appropriately safeguarded from harm as practitioners demonstrate knowledge of how to protect the children in their care and how to refer any concerns for investigation. All staff have undertaken, or are booked on to appropriate training and all adults working with children have their suitability checked as part of the recruitment and vetting process.

The management team have completed a self-evaluation form that shows how the nursery staff reflect on their practice and evaluate their educational programmes. The manager has drawn up a very thorough improvement plan which is discussed and reviewed at staff meetings. Comments from parents and children are taken into consideration and used to inform practice. Staff form successful relationships with parents and keep them informed about their children's well-being through daily verbal feedback. Meetings for parents to share information about children's progress with key persons are regularly scheduled. Parents express positive views about the nursery. They comment that their children are making good progress and are well cared for. The manager works closely in partnership with development officers and advisory teachers from the local authority who support them to continuously improve the nursery. The nursery staff undertake visits with the children to help to ensure each child has a smooth transition to school. They invite early years teachers into the nursery to observe and meet children during their last term and share records and reports, which contributes to their partnership working and benefits the children.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY457989
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	919358
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Kiddies Lounge PreSchool Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07939 156510

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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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