

Kings Kids Day Nursery

Scout Association, Scout Hut, Brownsea Walk, LONDON, NW7 1BF

Inspection date	22/11/2013
Previous inspection date	02/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff support children's communication and language very well. They effectively engage their interests and support their individual needs.
- Children enjoy good relationships with staff. Therefore, they are happy and keen to learn and rapidly grow in self-confidence.
- Staff form trusting relationships with parents. Parents spoken to say they are happy with the service provided and feel well informed about their children's progress.
- Children behave well due to the good support they receive from staff. This enables children to learn to play and share together and creates a positive atmosphere throughout the nursery.

It is not yet outstanding because

- Staff provide fewer opportunities for children to handle large equipment to create structures. Therefore, they miss opportunities to further develop children's physical 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 the children's activities and staff's interaction with children.
- The inspector held meetings with the provider and manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke to some parents and took account of their views during the inspection.
- The inspector looked at a sample of the nursery's policies and procedures and staff's records.

Inspector

Yasmine Hurley

Full report

Information about the setting

Kings Kids Day Nursery registered in 2011. It is a privately owned establishment and operates from a scout hut, in Mill Hill East, in the London Borough of Barnet. Children have access to a large hall space and there is an enclosed area for outdoor play. The nursery runs from Monday to Friday from 8am to 6pm for 50 weeks of the year. It is registered on the Early Years Register and there are currently three children on roll in the early years age group. The nursery receives funding for the provision of free early years education for children aged three and four years. There are four members of staff. Of these, three hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- provide children with access to large portable equipment, which they can move safely and cooperatively together to create their own structures to further develop their physical skills.

Inspection judgements

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

Staff care for children well in a welcoming, inclusive and children-centred nursery. They have a clear understanding of how to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Therefore, they enable children to make good progress. Staff plan stimulating and exciting activities in all areas of learning and have developed effective planning methods, which take full account of each child's individual learning needs and interests. As a result, children are keen to learn. Key persons observe and assess children and clearly identify children's achievements and their next steps of learning. Parents are encouraged to contribute towards their children's ongoing assessments by sharing journals of their children's activities at home and discussing their progress with their child's key person. This demonstrates a good approach to valuing information from parents and helps key persons to plan for children's individual learning. Consequently, children make good progress from their starting points.

Staff use good teaching skills to support children's language and communication skills throughout their daily activities and routines. For example, children show a love of books as they pick up a favourite and take it to staff saying the name of the story. Children then sit down, turn the pages and point their fingers to the pictures as they retell the story in their own words. Staff support children's communication and language exceptionally well, asking useful questions to make the children think and extend their vocabulary further. Staff teach children sounds and rhymes through singing songs and circle time. Children

begin to recognise their names as they self-register when they come into the nursery. Staff extend older children's skills further helping them to write their name, as well as basic words. The nursery is rich in print and photographic displays, which helps to support children's learning. In addition, staff support children learning English as an additional language well. For example, they ask parents for key words in children's home languages to help them communicate effectively with the children and develop their communication skills.

Children enjoy good physical activities both indoors and outdoors overall. They enjoy playing in the outdoor area and use a range of play resources to develop their physical skills, including push along toys, tricycles, tyres and milk crates to balance. However, staff do not provide large portable apparatus that children can move around safely with their friends. This means they are unable to create their own structures and develop their physical skills further.

Children enjoy using new skills to solve problems, which helps them make good progress for their future lives and their move to school. Staff promote children's early mathematical skills particularly well, seizing on both planned and unplanned opportunities to teach children to recognise numbers, count, subtract and to learn basic mathematical language. For example, children sit with the staff and count the animals and trees in the book. Staff extend children's thinking further by asking them to name the shapes, sizes and colours in the pictures.

Staff use a good range of resources to promote children's creative development. For example, children engage in imaginary play using sand, play dough, role play resources, toy figures and animals. Children extend their play by adding new resources and developing their ideas further. For example, they pretend that they are shop keepers and chefs in the role play area, which means they make clear connections with real experiences. Staff extend children's skills in using everyday information and communication technology. Children use laptops to explore and play games. Staff use these to teach them basic words and numbers. Children develop an awareness of others as they participate in a variety of religious and cultural festivals.

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

Children demonstrate a strong feeling of security and sense of belonging in the nursery. They enjoy cuddles and look to the staff for support and guidance. The key person approach encourages children to form effective relationships and attachments with other children and staff. This helps promote children's well-being and prepares them for their future move to school. Children's behaviour is good. Staff support children well as they learn to take turns and share equipment. Staff take time to explain the reasons for sharing and children are beginning to understand the needs of others as a result of these actions from staff.

Staff use effective teaching strategies to help children to become independent and follow consistently good hygiene practices to promote children's well-being. For example,

children wash their own hands and serve their own meals and drinks as well as self-select activities and toys. As a result, children develop good self-help skills for the future.

Staff effectively teach children the importance of having a healthy balanced diet at the nursery. Children thoroughly enjoy the variety of fresh fruit at snack time along with a selection of nutritional meals served for lunch. Staff sit with children as they eat, helping make mealtimes an enjoyable social experience. Children have regular drinks of water throughout the day keeping them refreshed. Staff teach children how to manage risks safely, as children use their imaginations to solve problems and cooperate with each other. Staff promote children's health well, as they provide them with regular opportunities to enjoy fresh air and exercise. They ensure children are suitably dressed as they play outside in all weathers.

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

Leadership and management are good. The requirements of the Statutory Framework for the Early Years Foundation Stage are implemented well. Management has a good idea of each child's progress and how staff plan for their learning. The staff team, including the manager and deputy, are well qualified, experienced and work together very efficiently. The manager implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. Staff know and understand their responsibilities for safeguarding children and are aware of the procedures to follow if they are concerned about a child. Management provide ongoing training to ensure the team keep their understanding of safeguarding updated. This helps them to promote children's welfare effectively. Staff keep premises very secure and robust risk assessments are carried out daily. This enables children to play and explore safely. Management implements comprehensive policies and procedures to ensure the smooth day-to-day running of the nursery. All policies are shared with parents and the manager encourages the views of parents on nursery procedures.

The provider demonstrates a strong desire for maintaining quality in all aspects of care and education. Staff reflect on their practice and use their knowledge and understanding of the learning and development requirements well to ensure the activities provided are exciting and challenging to children. Management support staff very well to help them identify weaknesses and training needs to improve their practice. Staff are keen to update their professional development and this has had a positive impact on children's progress. They have a good rapport with the local early years team, local children's centre and outside agencies such as the Pre-School Learning Alliance. They work with them to ensure consistency of care for children and use any feedback from them to improve their practice. As a result, self-evaluation is used effectively to review practice and target areas for improvements in the nursery. The provider and staff team have worked extremely hard to address all the actions and recommendation raised at the last inspection and have made considerable improvements that benefit children in the nursery. These include improvements to staff qualifications and promoting children's learning and development.

Staff have good relationships with parents and carers. Parents spoken to, explain that they feel welcome and are encouraged to share information with their child's key person to ensure continuity of care. Parents' meetings are held regularly to ensure parents receive up to date information about their child's progress. Parents speak positively about the nursery and comment how their children are happy and all staff are friendly and caring. Staff work extremely well with other agencies, such as local schools, to promote continuity in children's care and learning. They share information about children's progress with the school teachers and organise visits to the local schools. This communication supports children's continuity of care and transfer to school. In addition, staff have good partnerships with other professionals and agencies. They are vigilant in their approach to seeking early interventions for children they have identified with additional needs.

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

Unique reference number	EY425657
Local authority	Barnet
Inspection number	890310
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	3
Name of provider	Patience Akwenuke
Date of previous inspection	02/10/2012
Telephone number	0208 343 24 65

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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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