

Kidz Choice Nursery

St. James Church, East Barnet Road, BARNET, Hertfordshire, EN4 8RN

Inspection date

07/10/2013

Previous inspection date

03/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 are knowledgeable about the learning needs of individual children and are therefore able to offer them good support to help them progress in their learning.
- Staff work closely with parents and other professionals to meet children's individual needs effectively. In particular, children with special educational needs are well supported.
- Staff are attentive to children's welfare and promote a relaxed environment where children enjoy their play and exploration.
- There are good procedures for monitoring and evaluating the provision. This leads to a good capacity for continual improvement.

It is not yet outstanding because

- Staff do not always make the most of discussions with the children to further encourage children's thinking, exploring and investigating.

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 children taking part in a variety of activities.
- The inspector talked with members of staff and parents.
- The inspector interviewed the owner and manager.
- The inspector sampled the documentation, in particular those documents relating to children's progress and safeguarding.
- The inspector carried out a joint observation with the owner.

Inspector

Jill Nugent

Full Report

Information about the setting

Kidz Choice Nursery registered in 2008. It operates from a church hall in New Barnet in the London Borough of Barnet. Children have the use of two play rooms and a secure outdoor play area. The room used for older children is slightly below ground level and is accessed via a short flight of steps inside the building. The outdoor area is accessed from this room via a short flight of outdoor steps. The younger children have ramp access from their room to the outdoor play area. The nursery is registered on the Early Years Register. It is open every weekday from 8.00am until 6.00pm for 51 weeks of the year.

The nursery receives funding for the provision of free early education for children aged two, three and four years. There are currently 48 children on roll in the early years age group. The nursery employs nine members of staff, the majority of whom hold suitable early years qualifications. The nursery supports children who have special educational needs and/or disabilities and those who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- explore different ways of talking imaginatively with children, and making the most of discussions with them, to further extend children's thinking and learning.

Inspection judgements

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

The nursery is very effective in meeting the needs of all children who attend. Staff set out interesting activities each day and provide good support for all children to participate in these activities. Staff follow up children's interests by finding extra resources to enhance their exploration. For example, shiny bits and pieces are added to a tray of compost so that children can 'search for treasure'. Staff actively encourage children to use their senses to discover new things. They make use of a wide range of materials in creative activities which encourage children to look, listen and feel. Very young children enjoy the experience of exploring shiny silver material and discovering the noises it makes when they touch it. Older children like to put together large display pictures based on a favourite story they have heard, for example, a story about a 'rainbow fish'.

Staff help children to gain useful skills for their future learning, particularly in the key areas of language, literacy and numeracy. They engage with children in conversation while

children play and explore. Very young children are encouraged to communicate by copying words and attempting their own. Older children enjoy talking with staff and gain the confidence to approach staff with their requests. However staff miss some opportunities to use discussions with children to extend children's learning further, for example, by asking questions to encourage children to investigate in different ways. Children benefit from opportunities to draw and make marks on paper in different situations, both indoors and outdoors. They learn about shape and pattern as they create pictures and this helps them to develop the skills needed for early writing. Staff make good use of opportunities to encourage children to learn about numbers and to use them to count and sort.

Children enjoy many opportunities to practise and develop their physical skills. Very young children are encouraged to move to reach attractive resources, such as colourful filled bottles standing on a mirror so that children see the reflections. Older children have fun playing games outdoors with staff, for example, joining in ring and parachute games. These activities encourage children to travel in different ways and to learn about negotiating space, for example, as they run to swap places in the ring or find bean bags under the parachute. Children especially like to climb and slide on the large outdoor climbing frame. Staff organise activities and outings that help children to learn about their own community as well as diversity in a wider world. For example, children visit the church to find out about the harvest festival. They learn about different cultural and religious festivals taking place throughout the year. They regularly go to libraries, parks, a farm and the aquarium. Children are well prepared to move on successfully to the next stage in their learning.

Staff make use of a well-organised system of observational assessment to help children make progress in their learning. They complete regular observations on children and identify their next steps in learning to include in activity plans. Staff know the children in their key groups well and are fully aware of their individual developmental needs. As a result staff are able to focus on particular aspects of children's learning to ensure that children progress as well as expected in all areas. Staff also make use of play plans based on children's preferred learning styles to offer activities to individual children that link in with their interests and stages of development. Children with special educational needs are particularly well supported because staff liaise closely with parents and other professionals, to support the children in their learning.

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

Staff promote children's welfare effectively. They are well deployed around the nursery, resulting in good ratios of adults to children. This helps children to feel safe and well cared for. Staff move between the indoors and outdoors depending on where children choose to play, so that they can support children in their choice of activity. Staff offer a wide range of resources each day to stimulate children's interest. The baby room is bright and comfortable and this encourages very young children to quickly settle into nursery. The pre-school room has been made especially interesting with a variety of learning areas fitted into the available space. As a result children are keen to make choices and play happily throughout the day.

Staff are attentive to children's wishes and needs, helping them to feel included and to develop a sense of belonging. For example, staff hold onto small toys for children so they can have a go on the slide, or offer a helping hand to younger children to manage the ramp to the outdoors. The very young children in the baby room feel secure and relaxed because staff sit at their level while they play and talk with them. They offer encouragement and praise to build children's confidence. Older children learn to be independent as they make choices from the many resources on offer. They move confidently around the play areas, asking for help if needed and becoming absorbed in their exploration.

Lunchtimes are well organised and children develop good social skills by sitting in small groups with staff. Children serve themselves and are encouraged to eat independently, although help is given when required. The meals are healthy and nutritious. The cook prepares all snacks and meals using fresh ingredients and takes children's dietary needs into account. The resulting meals are inviting and tasty, which encourages children to adopt healthy eating habits. Children enjoy being able to play outdoors when they wish and this contributes to keeping them fit and healthy.

Children learn to respect others and behave responsibly. Staff have put in place strategies for behaviour management, which they use consistently to help children become more aware of their boundaries. Very young children play harmoniously alongside each other, learning to share resources, for example, when playing as a group in the water tray. Older children are aware of how to act in group situations and consequently are attentive to the group leader. They respond thoughtfully to questions and confidently offer suggestions. They listen carefully to stories. As a result they develop a good attitude towards learning and are keen to try new experiences.

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

The owner and manager work closely together in their leadership and management of the nursery. There are clear written policies in place and these are available to parents. The nursery has effective procedures for promoting the safety of all children. The owner makes sure that all staff undergo the necessary checks, which ensures they are suitable to work with children. She carries out an annual risk assessment of the premises and staff make daily safety checks of all the play areas. All outings that children take part in are also carefully risk assessed.

Staff supervise children closely when they move around the premises, for example, when visiting the church or using the outdoor play area. In particular there is always a member of staff monitoring the steps to the outdoor area. Staff are vigilant with regard to maintaining the records relating to children's health and safety. They regularly update their training in safeguarding issues and know what to do if they have any concerns relating to child protection. The manager ensures that documents relating to the safety of individual children are kept confidentially and securely on the premises.

Staff work effectively in partnership with parents to meet children's care and learning needs. Staff request detailed information from parents, about children's individual backgrounds, when children start. All staff are made aware of the care and dietary needs of the children so that those needs can be successfully met. They feedback information about the children daily to parents in written diaries. Parents are invited to share any special skills they have with the children and to support children's learning at home. They are also asked to make observations of their own children at home and contribute these to their children's profile books.

The manager makes good use of regular newsletters to remind and update parents about procedures or events. This encourages parents to become involved in their children's learning. Parents state that they are very happy with the provision for their children. They appreciate the regular feedback and the more formal opportunities to exchange information with their children's key person. They also enjoy going on trips with the children and attending social events.

The nursery liaises with other early years professionals to support children with special educational needs. They also have established links with a local children's centre. The owner and manager encourage staff to make the most of opportunities to attend training courses to help them develop and improve their practice. For example, staff recently attended training to help them engage more effectively with children during play. The nursery receives very useful support from the local authority and this helps them in their drive towards continual improvement.

The owner and manager are committed to the ongoing development of the nursery. Since the last inspection they have worked hard to build a new staff team. The manager has introduced a revised system for assessing children's learning and, together with the owner, developed closer relationships with parents. The manager has effective monitoring systems in place to check how the system of observational assessment is implemented. She also organises different ways to observe staff's practice. She leads staff in a process of self-evaluation so that they can together highlight any areas for improvement. The owner has imaginative ideas for the future, in particular the redevelopment and extension of the whole of the outdoor play area. In these ways the nursery is able to continually improve the outcomes for all children.

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	EY382784
Local authority	Barnet
Inspection number	936022
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	48
Name of provider	Kidz Choice Limited
Date of previous inspection	03/03/2009
Telephone number	08707445606 and 0208 440 5571

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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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