

# Kids R Us

881 High Road Leytonstone, LONDON, E11 1HR

<b>Inspection date</b>	10/03/2014
Previous inspection date	12/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 are safe in the nursery because the staff carry out rigorous risk assessments of all areas where children play.
- The effective key person system ensures that all children make strong relationships and attachments, which help them to develop a good sense of well-being and belonging.
- Partnerships with parents and external agencies are a key strength and highly effective in making sure that appropriate interventions are secured and all children receive the support they need.
- Security and safeguarding of children are of paramount importance to the nursery management and staff. The nursery has effective strategies in place to ensure children are protected from harm.

### It is not yet outstanding because

- Learning opportunities in numeracy and literacy in the garden area are not extensive.

## 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 the playrooms, garden and on an outing.
- The inspector spoke with the management, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with a room leader.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

Kids R Us Nursery registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a group of five privately owned nurseries. The nursery serves the local area and is accessible to all children. It operates from a church hall in Leytonstone in the London Borough of Waltham Forest. There is an enclosed area available for outdoor play. The nursery employs 16 members of child care staff, all of whom hold appropriate early years qualifications.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The nursery provides funded early education for children aged three and four years. The nursery also offers an out of school provision for older children. It supports children who are learning English as an additional language and children with special needs and/or disabilities.

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

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

- enhance learning opportunities in the garden area, for example, by providing number lines, shapes, colours, letters and labels, to promote the development of children's skills in numeracy and literacy.

## Inspection judgements

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

Staff demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation Stage and the seven areas of learning. They provide a wide variety of activities and experiences that support children to make good progress. Staff observe children at play and use the observations to identify the next steps in their learning. Parents are encouraged to contribute information and their own ideas for their child's learning within the nursery. Staff incorporate children's interests and experiences from home into their activities to extend children's learning and support their developing imagination. For example, children develop skills in communication and language as staff engage them in conversation and ask open-ended questions to stimulate their thinking. They ask them what they did at the weekend and this supports their personal, social and emotional development. When children say they had a picnic, staff extend their learning by asking whether they ate fruit and vegetables, promoting their understanding of how to keep their bodies healthy.

Planning for children's development is consistent throughout the nursery. Parents are

involved in the initial assessments of children's learning to identify their starting points and they receive regular information about their children's continued progress. Staff work in partnership with parents to prepare the children's progress check at age two, which also links with individual children's planning. Children's physical development is very well supported in the nursery garden as they clamber over soft play apparatus, ride around on wheeled toys and play football. However, numbers, shapes, colours, letters and labels are not currently present in the garden which means that children's learning in numeracy and literacy are not continuously promoted outdoors. Babies and children of all ages play with sand, either wet or dry, which strengthens their fingers and improves coordination. Babies and children learn about the world around them as they take frequent outings in the local community. Their understanding of the world develops as they take a ride on a tube train to a famous city museum and learn about dinosaurs. Staff extend children's learning from the visit by providing toy dinosaurs to spark children's imagination. Children learn new vocabulary as they name the dinosaurs and say 'this one is a pterodactyl'.

Children have the opportunity to learn about technology as staff provide tablet computers, equipped with educational games. Children who are learning to speak English as an additional language, or who experience a delay in their speech, are well supported in the nursery. Staff model good spoken English and ask parents to provide key words and phrases in children's home languages, or use visual symbols and sign language, to aid communication. Staff have high expectations of the children in their care and are skilled at providing activities that challenge and excite them. This means that children are motivated and eager to learn. Effective teaching methods ensure that older children learn good pencil and scissor control as they practise skills for their future learning at school.

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

Children are confident and happy in the nursery. They make friends easily and behave very well. The strong key person system ensures that children feel secure and build secure and affectionate relationships. Staff are kind and caring and they are good role models as they lead by example. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Children learn to share and be considerate to each other. For example, when children want the same soft toy staff help them to resolve their own conflict by reminding them to take turns and be kind to each other. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Play resources are of good quality, indoors and outdoors, and are easily accessible to all children.

Children manage their own personal care needs appropriate to their age and stage of development. They learn the importance of washing their hands after messy play, using the toilet and before eating. Healthy eating is promoted by the provision of fruit and vegetables at snack and meal times. Young children and babies learn to feed themselves with a spoon. Older children learn to be independent as they select their own cutlery and serve their own food. Food provided by the nursery cook is nutritious, healthy and attractive and children eat with enthusiasm. Children with medical or dietary needs are protected as their placemats clearly show what foods they are not allowed to eat. Babies'

nappies are changed frequently and hygienically and parents are informed of younger children's personal care routines through the use of daily diaries. Children have many opportunities to exercise in the fresh air as they have frequent access to the garden and local parks.

Children's safety is of paramount importance to the managers and staff. Risk assessments are carried out in every part of the nursery and garden and on outings. Staff take great care to ensure that all areas that children play are free from hazards and are clean and safe. Children are well supervised within the nursery and on outings as staff interact with children at all times. Children learn to keep themselves safe as staff remind them to hold on tight to the sides as they climb up the climbing frame to get to the slide. Staff carry out regular fire drill practices to ensure that all children and adults know what to do should an emergency occur. External doors are kept locked and only opened by staff. Parents must provide passwords if adults other than children's main carers come to collect them. Staff have high expectations of children to be confident, capable and independent and emotionally ready for the next stage in their learning and school.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All the necessary documentation for the safe and efficient management of the nursery is in place. The environment and activities are continually assessed to ensure that children remain safe and secure and that no hazards are present in their environment. All adults are subject to appropriate background checks to ensure that they are suitable to work with children. There is a clear safeguarding policy, including a policy restricting the use of mobile telephones and cameras, to ensure staff protect children. All policies are available in the foyer of the nursery for parents to read. Children are effectively protected because the staff undertake regular and relevant training in safeguarding children and health and safety. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

Recruitment procedures are robust and new staff receive a full and rigorous induction and are supervised throughout their probationary period. Effective monitoring of the educational programmes and successful tracking of individual children's development enables staff to identify any gaps in their learning, and to seek appropriate intervention and professional advice. Staff are well qualified and are skilled in producing good outcomes for children. Staff are well-supported by the management team, who closely monitor their practice and the effectiveness of the educational programmes. This results in a strong motivated staff team, who are committed to providing a high quality experience for all babies and children. Ongoing professional development is discussed regularly and practitioners are encouraged to pursue training to enhance their practice. Consequently, the quality of teaching is good. Children's learning journals contain observations, assessments and next steps linked to the appropriate areas of learning. Everything relating to the child's learning is contained within this journal, including the tracking

system used by the nursery. This helps to ensure that every individual child is supported towards achieving the early learning goals.

Self-evaluation of the nursery is effective because parents, staff and children are encouraged to voice their views regularly. Parents can express their opinions in a number of ways including anonymously through a suggestion box situated in the foyer. Parents are encouraged to evaluate the nursery provision by completing questionnaires and by writing comments in communications books. Parents spoken to during the inspection say how pleased they are with the nursery and that their children are happy. Managers demonstrate a clear drive for improvement and have secure plans in place for the continued development of the nursery environment. Older children learn to sit still and to listen to instructions which prepare them well for the next stage in their learning. Staff teach them pre-writing and pre-reading skills so they are ready when the time comes to begin school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY397311
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	955184
<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>	47
<b>Name of provider</b>	Kids R Us Daycare Nursery Limited
<b>Date of previous inspection</b>	12/10/2012
<b>Telephone number</b>	07710 759288

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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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