

Global Kids Day Care - Mile End Branch

Global Kids Day Care, Burdett Road, Mile End, E3 4TU

Inspection date

Previous inspection date

31/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 direct their own play and learning while exploring activities and resources that support their interests and abilities. As a result, children are motivated and enjoy their learning.
- The key person system enables children to feel safe and secure as they build good relationships and attachments.
- Children are well protected as the staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnerships with parents, carers and other professionals are strong. Parents are supported to contribute assessments of children's learning at home, which ensures they make good progress from the beginning.

It is not yet outstanding because

- Children are not encouraged to sit still during snack times to ensure safe eating practices and drinks are not always within easy reach.

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 compulsory part 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 playroom and garden.
- The inspector spoke with the manager and staff.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with the manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jennifer Forbes

Full report

Information about the setting

Global Kids Day Care - Mile End Branch registered in 2013 and is privately owned. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting operates a purpose-built building in Mile End within the London Borough of Tower Hamlets. The setting serves the local community and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications. The setting is open each weekday from 8.30am until 11.30am and from 12.30pm until 3.30pm during school term time. The pre-school operates a lunch club between 11.30am and 12.30pm. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age group. The setting provides funded early education for children aged two, three and four years. It 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 further improve the quality of the early years provision the provider should:

- develop the organisation of snack times to ensure children are sitting when eating and that drinks are within easy reach at all times.

Inspection judgements

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

Staff have a secure knowledge of how to promote children's learning and development and how they learn through play. The quality of teaching is good across the pre-school as staff take every opportunity to extend children's learning through the activities they choose. Staff have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. Staff closely monitor children's progress through focused observations and assessments, and use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's secure understanding of children's interests, likes and dislikes gathered from parents, informs careful planning to promote individual children's progress. As a result of successful planning, children are motivated and eager to learn.

Parents contribute well to their children's development within the pre-school. They are fully prepared to contribute their time and expertise to support children's activities. For example, parents dress up with their children to represent story characters for World Book Day. They spend time in the pre-school reading stories to children in their home language.

This promotes children's personal, social and emotional development and aids progress in communication and language. Parents are involved in the initial assessments of children's learning to identify their starting points. Parents receive regular information from their children's key persons and they share examples of learning from home to provide continuity. Staff are ready to share with parents the progress check at age two for those children in the particular age group. Staffs support children who are learning English as an additional language very well supported as they display key words and pronunciations alongside children's photographs. This supports children to recognise their own language and compare with the English translation. Staff also support children with additional needs very well. Staff quickly identify where a child may need extra help and seek advice from appropriate professionals. This ensures that all children receive the support they need and any gaps in their learning are rapidly closing.

Children's communication and language skills develop well as staff continually engage them in conversation. They use open-ended questioning techniques to encourage children to think and respond. Staff are ready to participate when children challenge them to a race promoting physical development and competition. All areas of learning are available to children indoors and outdoors and they lead their own play. They eagerly fill bottles with water from the outdoor tap. They strengthen their fingers as they squeeze the spray top to squirt water at fences and windows. Staff encourage and extend their play as they provide cloths for children to dry the surfaces they wet. Staff support young children to recognise numbers as they play with floating number shapes in a water tray inside. Staff support children who are moving on to other settings by ensuring they are confident in their learning and achieve the skills they will need for nursery or school.

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

Children are confident and happy in the pre-school and they settle quickly. They behave very well. Staff frequently praise children to promote their self-esteem and encourage positive behaviour. Staff are kind, caring and are good role models as they lead by example. The secure key person system ensures that children feel settled and make good relationships and attachments. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Play resources are of good quality and are easily accessible to all children. All play activities presented are age appropriate and staff follow children's lead and extend their learning as they play. Children have free access to the outdoor environment as they move from inside to outside and lead their own play. Staff support their personal, social and emotional development as they play alongside their peers and learn to manage their own conflicts.

Children manage their own personal care needs, appropriate to their age, and learn the importance of washing their hands. They put on their own coats and demonstrate their growing independence. Staff invite parents to share breakfast with their children, which promotes positive personal, social and emotional development and gives children a sense of belonging. Staff promote healthy eating by the provision of fruit and vegetables for snacks and visual displays. Children choose when they want to eat their snack from the selection on the table. However, staff do not provide children with the opportunity to sit

down when they eat and their drinks are not always easily available to them. Clear signs by the snack table show details of children with allergies to foods. This ensures that everyone, including children, learn to keep children safe from foods that might harm them. Children have opportunities to run around in the fresh air and strengthen their muscles. They develop confidence as staff praise them for their skills at catching a ball or riding a tricycle.

Children are safe in the pre-school. Children are well supervised as staff interact with them at all times. Children learn to keep themselves safe as staff remind them to use their 'walking feet' inside to prevent them from tripping. All visitors to the pre-school must sign in and out and are monitored throughout their visit. External doors are kept locked and only opened by staff using an electronic system. Closed circuit television allows staff to monitor each area of the pre-school to ensure children remain safe and secure. Staff carry out regular fire drill practises to ensure that all children and adults know what to do should an emergency occur. Staff have high expectations of children to be confident, capable, independent, and emotionally ready for the next stage in their learning.

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

All staff have a clear understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They are fully aware of the policies and procedures of the pre-school and undertake regular training to ensure their knowledge is updated. The clear safeguarding policy includes procedures for ensuring that staff or parents do not use mobile phones. All staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. All adults working with children are subject to appropriate background checks to ensure that they are suitable to work with children. All the necessary documentation for the safe and efficient management of the nursery is in place. The environment and all activities and outings are effectively risk assessed to ensure that children remain safe at all times.

Recruitment procedures are robust. 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 supported by the manager, who closely monitors 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 children. Ongoing professional development is discussed regularly and practitioners are encouraged to pursue training to enhance their practice. Children's progress is closely analysed by the key persons and monitored by the management team to ensure all children achieve to the best of their ability.

Staff work closely with parents and provide frequent reports on children's progress. Parents make positive comments and say they are pleased with the service provided. Staff support parents to continue their children's learning at home and welcome parents'

contribution in the pre-school. Self-evaluation takes account of the views of parents, staff and children. The manager uses well-known rating scales to analyse strengths and weaknesses. She says that she is always looking for ways to improve resources and outcomes for children. Staff have made relationships with local schools that children will attend. They gather photographs and uniforms to show children who are leaving to go to school in the summer. The pre-school provides a summary of children's development to the nursery or school where children move to ensure continuity of learning.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY466237
Local authority	Tower Hamlets
Inspection number	934803
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	27
Name of provider	Global Kids Day Care Limited
Date of previous inspection	not applicable
Telephone number	07852963929

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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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