

Kiddies Lounge Pre School Day Nursery

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

Inspection date	08/05/2014
Previous inspection date	11/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Staff provide an adequate learning environment where children follow their own interests. Consequently, children enjoy their play and learning.
- Children benefit from sound partnerships that exist between staff and parents to support their care and learning.
- The well-qualified manager works hard to support the continuous development of the staff and evaluates practice to help them improve outcomes for children.
- Children eat a healthy nutritious meal each day that supports their healthy practices.

It is not yet good because

- Staff do not provide good opportunities for children to play and extend their learning in the outdoor environment.
- Staff do not identify or use information about children's next steps well to support planning so that children's progress across the seven areas of learning is less variable.
- Staff do not always adapt meal times for older children to enable them to clear away independently.
- Staff do not work effectively to support the children's moves to school.

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 children's play and staff interaction indoors.
- The inspector and manager undertook a joint observation of two activities.
- The inspector talked to some of the staff from each room, parents and the directors, and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector discussed the support given by the local authority advisors.

Inspector

Debbie Buckingham

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 two childcare rooms and offers an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, four 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 43 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.

What the setting needs to do to improve further

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

- ensure staff identify and consider children's next steps in learning in order to plan challenging learning opportunities to extend their thinking
- ensure children have daily access to the outdoor play area where they can explore the natural world and experiment with making marks to support early writing.

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

- strengthen children's independence skills and understanding of healthy practices, for example by encouraging them to clear away their own dishes and help to wash up their dishes after meals
- develop partnerships to support transitions for children to school.

Inspection judgements

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

Children make satisfactory progress in their learning and development in this welcoming nursery. Staff provide children with a varied range of learning opportunities that cover all areas of learning, and understand how to support children to make progress. As result,

children develop basic skills they need in readiness for school. Staff gain information, such as children's abilities and starting points through meetings with parents. Children are observed and staff are able to discuss what they know about their key child. A new process to record and plan for children's development has been recently introduced. However, these records are not yet consistent as staff do not always fully identify children's next steps in learning. Therefore, planning challenging learning opportunities to extend children's thinking and support consistent progress in their learning are not robust.

Staff support communication and language skills so that all children communicate well, including those children who speak English as an additional language. The indoor learning environment is rich in signs and visual prompts for the children. For example, photographs are used to label resources and staff carry key ringed images to support children's understanding, communication and literacy skills. Children excitedly sing using gestures when joining in at song and story time. They laugh and show enthusiasm as they join in rhyming and repetitive songs. The nursery is part of the Every Child a Talker programme and consequently staff support children's language development well. This supports and enables children to communicate their thoughts and feelings. Children demonstrate a love of books and sit in the cosy book area reading and sharing stories with their friends. Children engage in many role-play activities that use their imagination as they play well together. They enjoy dressing up and playing with tactile materials. Resources are made available to them and staff provide further resources to support child-initiated play. For example, children use cutting tools to make shapes and patterns in the play dough.

Staff interact well with babies as they sing and talk with them during their self-discovery play. They respond with smiles and gestures as babies begin to imitate sounds that support their language development. Staff offer reassurance to tired and frustrated babies with calming caring responses that help them settle, supporting their emotional welfare appropriately.

Staff promote children's personal, social and emotional skills appropriately. Children take care of toys and the environment. They help one another, for example as they get a cushion for their friends so they can sit together. Children receive appropriate support to participate in play and can make choices as to where they play throughout the session. However they do not consistently have access to the outdoor area to support their physical development and writing opportunities. Therefore staff do not support those learners who benefit from outdoor play activities effectively. Staff do provide children with opportunities to use ride-on toys indoors that promote their balance and coordination skills.

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

Children have made secure emotional attachments with their key person. They are welcomed into the nursery with a smile and cuddle. Staff arrange settling-in sessions thoughtfully to suit each child and family. Appropriate information is in place before a child starts nursery as discussions take place with parents regarding children's abilities and routines. Children demonstrate that they feel safe as they confidently approach staff when

needing assistance. Children are gaining awareness of how to keep safe. For example, children learn not to run when inside the nursery and to help tidy up. Staff explain why, at their level of understanding, so as not to trip or bump into friends. Discussion during daily routines reinforces children's understanding of staying safe, such as washing hands after using the bathroom and before meal times. Planned fire drill activities support children's understanding of staying safe. Children have made friends and play well together. They show kindness towards one another and are polite. For example offering trains to their friends who join in their game and saying thank you without prompting. Staff are good role models who speak affectionately to the children. Children's behaviour is generally good.

Children who enjoy the outdoors are not consistently offered the choice of outside play, though they can play on larger equipment indoors if they request it to support their health. Children learn about healthy nutritious foods. For example, they enjoy fruit, water and milk for snack each day. They receive freshly prepared nutritious meals at lunch and tea time. Although staff support children's well-being as they encourage them to take care of their personal needs, the routine of supporting children's independence is not monitored. For example, food is offered and children serve themselves, however when finished they leave the table littered with dirty dishes and leftover food. As a result of the organisation of the session older children do not learn how to manage their self-help skills in tidying away after meal times.

Children have a sound level of confidence as staff help prepare them in readiness for school. Children are learning to put their coats on, use the toilet independently and wash their hands before and after meal times. However, no transitional arrangements have been put in place to support children with their impending move to school to support their well-being and confidence.

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

This inspection took place following a notification made to Ofsted about a child briefly going missing. The notification means the provider met their legal responsibility as set out in the Early Years Foundation Stage welfare requirements to notify Ofsted of a significant event. The manager also reported the incident immediately to the relevant authorities in line with their safeguarding policy and procedures. Management and staff demonstrate a thorough knowledge and understanding of their roles and responsibilities with regard to supervision of children on outings, child protection and the safeguarding procedures to follow to report concerns about a child's welfare. All staff have revisited their safeguarding training and their knowledge has been fully tested to help them in their role to protect children. Furthermore, the manager undertakes staff deployment checks at specific times each day in order to ensure that staff are aware of required ratios and are supervising and supporting children appropriately.

Staff have a clear understanding of the safeguarding and welfare requirements; as a result children's safety is well protected. For example, comprehensive risk assessments are

maintained and staff undertake daily visual checks of resources and the environment to ensure they are safe for children. Staff place importance on all aspects of safeguarding and all staff have attended training. The directors have a sound understanding and apply this when recruiting and inducting new staff to make sure only adults who are suitable to work with children do so. A range of safety measures add to children's well-being, for example key coded doors prevent children from leaving the rooms unsupervised and allow only those authorised individuals with permission to collect children to have access to the room. Staff promptly record details of any accidents children have and notify parents of the accident with the details of the care received. All records are stored in a securely locked cupboard that aids confidentiality. Staff adhere to the required adult to children ratios to help them to keep children safe at all times.

The newly appointed manager's enthusiastic nature and professional manner is well supported by the directors. She is consistently looking for ways to improve upon the service she offers children and families. For example, she is looking into ways to engage families in their child's learning and plan an informal parents' evening, in order to view learning journeys and speak with the key person about their child's progress. Staff meetings enable them to communicate and discuss important issues and review action plans for improvement. Regular supervision and training and monitoring of staff practices means that children are beginning to receive balanced educational programmes that helps them make steady progress. The nursery gathers parents' views through a parent questionnaire and verbal communication daily with staff.

Actions and recommendations have been tackled effectively since the last inspection and the self-evaluation identifies the strengths and priorities for improvement in the outcomes for children. Improvements in the safeguarding procedures mean that collection and drop offs are undertaken by two nominated staff to help to ensure the safety of children at all times. The management are keen to develop the outside environment to create a more focused outdoor play area that can provide opportunities for children to explore their natural environment. They also want to arrange for staff to visit other providers to observe quality learning environments and best practice. This demonstrates a commitment to ongoing improvements to raise standards in the quality of the provision.

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

Unique reference number	EY457989
Local authority	Barking & Dagenham
Inspection number	973240
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	42
Name of provider	Kiddies Lounge PreSchool Day Nursery Limited
Date of previous inspection	11/11/2013
Telephone number	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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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