

Alert Kids Day Nursery

806 High Road Leyton, London, E10 6AE

Inspection date	27/05/2014
Previous inspection date	06/06/2013

The quality and standards of the early years provision	This inspection:	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 develop well and make good progress in their learning because staff have good teaching skills and develop strong caring relationships with them.
- Staff make effective use of their bi-lingual skills to support children who speak English as an additional language, to enable them to make good progress in their development of communication skills.
- Children with special educational needs and/or disabilities are well supported through the good systems in place to enable them to achieve and make progress.
- Leaders and staff have established good relationships with parents by keeping them well informed and seeking their views on how to improve the provision.

It is not yet outstanding because

- A consistent approach to ensuring children learn the sounds that letters make is not yet in place.
- New tracking systems are not fully established to accurately identify and monitor children's progress.

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 spoke to children and staff.
- The inspector held discussions with parents and took account of their views.
- The inspector reviewed a sample of the nursery's documentation.
- The inspector held discussions with the managers and the provider.
- The inspector made a number of observations of activities, including undertaking a joint observation with one of the managers.

Inspector

Edgar Hastings

Full report

Information about the setting

Alert Kids Day Nursery is run by Alert Group Limited. It registered in 2004 and operates from six rooms in a purpose built building. The premises are situated to the back of the Alert Community Place building, at 806 High Road, Leyton, in the London borough of Waltham Forest. There are currently 125 children on roll. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 19 members of staff, and all except two hold a childcare qualification. The nursery supports children learning English as an additional language and those with special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years old. The nursery is open each weekday from 7.30 am to 6.30pm all year round except for bank holidays and Christmas. All children share access to a secure enclosed outdoor play area.

What the setting needs to do to improve further

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

- ensure children can link sounds to letters in order to develop their early reading skills
- improve use of the new tracking sheets to ensure they are used accurately to identify the progress children are making.

Inspection judgements

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

Children enjoy the many activities provided for them and make good progress in all areas of their learning and development. A good range of experiences and opportunities help all groups of children to achieve and make progress. Parents share information when children first start to enable staff to identify their levels of learning. This helps establish a strong working partnership between parents and staff, and the regular sharing of information to support children's learning. Staff employ good teaching skills and strategies with success, to ensure all children learn effectively, and build on their previous learning. Regular observations and assessments ensure children make progress from their starting points, and assist staff in planning their next steps in learning. Assessment information shows that most children are working broadly within the age band for their stage of development. The nursery has effective systems for identifying the support needed to help children who have special educational needs and/or disabilities. Consequently, this positive support helps them to achieve the targets set for them. Staff use their bi-lingual skills effectively to

support the development of children whose home language is not English. This ensures children feel secure in their new environment and contributes to their progress over time.

The quality of teaching is good and the nursery has a strong team of experienced and well trained staff who support children's learning well. Staff give particular attention to the development of children's communication skills, through regular engagement in conversation and discussion. They place strong emphasis on the use of questioning to enable children to develop their own ideas and to think of ways of solving problems. Children enjoy using play dough to manipulate and to cut, roll and shape. Staff talk about the shapes they are making and ask how they can be changed. Conversation is sustained throughout the activity to ensure children remain interested and engaged. Children share news at the start of day and are encouraged to tell the group about their weekend. Children develop confidence in speaking and learn how to listen carefully to what other children have to say. Staff reward their efforts with praise and this builds children's confidence and self esteem. Activities are planned around children interests and this encourages their involvement in learning. For example, boys are very keen on dinosaurs and an activity enables them to satisfy their interest through play. Staff meet the needs of young babies well. They provide a warm and caring environment where the babies feel secure and settled, and enjoy physical contact with staff. Staff encourage them to interact with sensory toys and talk to them to encourage their engagement. Strong trusting relationships enable young babies to develop an interest in exploring their environment.

Staff provide opportunities for children to develop creative skills through the use of painting activities. Children experiment with colour mixing, and accurately identify the new colours they have created. Handling brushes helps children practise the manipulative skills which prepare them to develop early writing skills. Children learn to enjoy books and stories linked to areas of interest. They enjoy the interactive pages where they have to match up the legs of different animals. Children know which way to turn the pages to follow the story, but their knowledge of the sounds that letters of the alphabet make is not well developed. Mathematical skills are developed through opportunities to pour and measure water into a range of containers. Children learn to develop physical skills through outdoor play through climbing, running, sliding, pedalling wheeled toys, and using small apparatus such balls, bats and rings. Staff provide a good balance of adult led and child-selected activities, with a good range of toys, resources and activities for children to choose. Staff encourage children to take turns and to share activities and equipment, and encourage them to work together co-operatively.

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

Children enjoy being in the nursery and are happy. They quickly settle into the daily routines because parents have shared information with staff so that their individual needs are met. The key-person system helps children to feel secure through the strength of relationships that they have established with them. Children behave well because the nursery staff focus strongly on developing positive attitudes towards each other. Children's independence is encouraged and children learn to take some responsibility for themselves. At snack and meal times they learn to sit at the table and eat with others, and to serve

themselves. They learn to use good manners and to respect others. Children learn to manage their own hygiene needs and wash their hands after messy activities or before and after meals.

Staff place strong emphasis on helping children to understand how they can develop a healthy lifestyle. The nursery provides regular opportunities for children to be active in the outdoor area, and promotes a healthy diet through its snacks and menus. Regular fire drills are held so that children are familiar with the evacuation procedures so that they know how to keep themselves safe.

Staff have put in place systems to help children prepare gradually for the move up to the next room as they reach the age. These daily visits help children to become more confident about facing change. Strong links have been developed with a number of local primary schools to which many of the children will transfer as they approach the age of five. Staff share development and progress information with them, including any individual needs they may have. Teachers from a number of schools visit the nursery so that they can meet children first hand. This helps children prepare themselves for the move.

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

Leadership and management are effective in ensuring a safe and caring environment for children. Premises are secure and supported by an effective system of closed circuit television. Staff's good knowledge of the Early Years Foundation Stage requirements ensures children's care, welfare and learning and development is well met. Staff understand their responsibilities for safeguarding children and ensure they are cared for safely. Staff receive regular safeguarding training and are familiar with the procedures to follow should any children be identified at risk from harm. Staff complete risk assessments regularly to ensure a safe environment for children, and including when they go out on trips. Daily attendance registers are maintained and strict procedures for handing over children are in place. The manager has instigated new procedures to ensure closer supervision of children in the outdoor area following a recent accident to a child. Secure recruitment procedures are in place, and all new employees are carefully vetted before appointments are made. The nursery has a policy that prevents the personal use of mobile phones and cameras in the nursery to ensure children are fully safeguarded. The provider has fully complied with a recent health and safety notice issued by Environmental Health to ensure the nursery provides a safe and healthy environment for children.

The nursery places importance on a well trained work force, and the majority of staff are appropriately trained and qualified. Regular appraisal of staff performance supports individual staff development by identifying further training where appropriate. Recently staff have attended courses on observations, assessments and planning. Two newly appointed apprentices have undertaken early childcare training. Staff keep accurate records of children's progress through their Learning Journeys. Managers have recently introduced a new system of tracking children's progress in order to get a more accurate picture of children's performance across all areas of learning. However, not all staff are

fully confident in using the new system to it's best effect.

The effective self-evaluation system staff use has identified areas for improvements to the provision through making more effective use of children's home language to support their learning, and providing more outings to broaden children's experiences. The recommendation made at the last inspection has been developed thoroughly and children regularly discuss the benefits of healthy eating. Parents are fully involved in their children's learning and development. Parent partnerships have been further strengthened through the establishment of a parents' forum where ideas for nursery development are shared mutually. Effective links with external agencies help staff provide for the needs of all children, as well as those with special educational needs and/or disabilities.

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	EY282548
Local authority	Waltham Forest
Inspection number	973368
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	76
Number of children on roll	125
Name of provider	Alert Group Ltd
Date of previous inspection	06/06/2013
Telephone number	0208 558 8503

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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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