

Destiny Kids Nursery

Battersea Central Methodist Mission, 20-22 York Road, LONDON, SW11 3QA

Inspection date	17/09/2014
Previous inspection date	19/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 warm relationships with kind, knowledgeable staff. This supports them to feel safe and secure.
- The children enjoy a good variety of age appropriate activities which supports all areas of learning and development.
- The quality of teaching is good and staff effectively support all areas of children's learning especially their communication, language, personal and social development.
- Staff know individual children well and plan activities to meet their individual needs and support their next stage of development.
- Staff establish good communication and partnerships with parents to support children's continued learning at home.

It is not yet outstanding because

- Children are not always able to follow their interests during planned activities.
- There are fewer real, natural materials to support children to develop an understanding of the world.

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 staff and children's interactions indoors and outdoors.
- The inspector discussed and sampled the nursery's policies and procedures and child development records.
- The inspector met with the provider and manager and discussed the nursery process of self-evaluation.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector carried out a joint observation with the nursery provider.

Inspector

Vanessa Brown

Full report

Information about the setting

Destiny Kids Nursery registered in 2012. It is located on the third floor over a church building in the Battersea area of the London Borough of Wandsworth. There are three playrooms which include a baby room, toddler and pre-school group. In addition, there are toilets for adults, and children, a kitchen, a storage area and an office, all located on the same floor. An enclosed outdoor area is located at the rear of the property, which can be accessed directly from the rear of the premises. There is a lift to access all floors. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery currently has 14 children on roll. The nursery supports children learning English as an additional language. There are seven staff appointed to work with the children, all of whom hold an early years qualification. The nursery is open each weekday throughout the year, from 7.30am to 6.30pm, closing for one week between Christmas and New Year.

What the setting needs to do to improve further

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

- strengthen opportunities for children to follow their own interests within planned activities

- further develop resources to include more natural items throughout the nursery so that children gain a real understanding of the world.

Inspection judgements

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

Children enter this warm and friendly nursery and settle well. Staff know the children well as they find out about children's routines and individual needs before they start in the nursery. They plan a good mix of child-initiated and adult-led activities to support all ages of children and to extend the children's development. Staff motivate children and follow their interests which encourages them to join in and to move on to their next stage of learning. They assess children's starting points for learning during the settling-in period and use this information as well as ongoing observations to plan activities to support children's next steps. Children's development is tracked so that staff and parents know where children are in their development. Consequently children make good progress towards the early learning goals. Staff share children's progress with parents regularly and parents comment that they appreciate the advice they are given to support their child's learning at home.

Staff use key words in children's home languages to support them to settle into nursery and to promote their communication skills. Resources and activities reflect the children's individual backgrounds, promoting an inclusive environment. This values children as individuals and raises their awareness of their own and other children's backgrounds.

Staff followed children's interests and they made pretend microphones from magnetic toys. The children joined in with songs and actions initiated by enthusiastic staff and sang 'Twinkle Twinkle', 'Wind the bobbin up' and the alphabet song. This supports children's communication and language development as staff skilfully left gaps in the songs for children to add the words. Children played with toy food and used their imaginations creatively as they pretended to have a picnic. However, the resources are mainly plastic and there are no real or natural items available for children to see what everyday food items look like. They used some green material and pretended it was the grass. Children talked about eating chicken, couscous and rice and staff extend children's learning by encouraging them to think about different types of healthy foods and the different ways they could cook potatoes. This supports children's communication and language and understanding of the world as staff sit alongside children and talk to them about what they are doing.

Toddlers explore the bright stimulating environment as resources are at a level that they can easily reach. Staff read a book about farm animals and children sat and listened, copying the words and the noises of the animals. They explored the soft material of the book and began to learn about turning pages. This supports children's literacy development as staff encourage children to start to take an interest in books. Toddlers enjoyed splashing in water and playing with ducks. They sang 'five little ducks' and staff showed children five fingers on their hand so that the children started to learn to count.

Children learn about routines as they take part in circle times and other planned activities during the day. Staff teach children about the days of the week, and the weather. However some of the younger children became restless and were not always able to follow their own interests to extend their learning.

Staff use photographs of children to teach them about appropriate ways to behave in the nursery. The children learn not to run indoors, about being kind to their friends and the importance of sharing and taking turns. This supports children's personal, social and emotional development. Children of different ages play well together and form friendships which supports their personal social and emotional development and staff remind children to say thank you and praise positive behaviour.

Children have lots of fun developing their physical skills in the outdoor environment. They pedal on bicycles and in cars, balance on tyres and run around playing 'What's the time Mr Wolf' with the staff. They play in the sand, pour water into funnels and play at cleaning their cars with watering cans.

Children have lots of opportunities to develop their confidence and independence in preparation to going to school. All children join in with circle times, which helps them learn to sit and listen and also to follow instructions. There are plenty of focused activities and older children start to learn their letters and sounds during lessons in phonics. There is a

self-registration system in place and children recognise their names, developing early reading skills.

Parents comment that they are happy with the progress their children make in the nursery. They describe the staff as 'amazing' in how they support children to settle well and learn and develop.

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

The nursery environment is bright and stimulating and carefully set out to allow children freedom of choice with resources in low-level storage units that are easily accessible. The outdoor environment provides a good range of resources to support children's physical development and stimulate their learning. Children develop a sense of belonging as they have names pegs for their coats and bags.

There are positive relationships with warm caring staff and children are confident in approaching them for a cuddle and hugs when they need reassurance throughout the day.

This helps to develop their confidence and self-esteem. Children behave well overall in the nursery. This is because staff provide positive role models to children and remind them of the rules in the nursery. They are encouraged through everyday activities to share and take turns and staff praise children for all achievements however small to support children's self-confidence and esteem. All staff have attended behaviour management training and show a good understanding of how to support children's emotional and personal development.

Children clearly feel safe as they move around the nursery confidently. They are reminded to be careful and explanations are given to children about why they should not climb on chairs and need to walk in the nursery to stay safe.

Staff help children learn about the importance of hygiene practices. Children are reminded to wash hands after using the toilet and before mealtimes. Children sit together to enjoy healthy snack and meals. Staff provide children with healthy meals and snacks throughout the day. They eat fresh fruit and crackers for snack and fish pie and vegetables for lunch. Children start to learn how to serve themselves and are encouraged to independently find their own cup with their name on it. Children choose from water or milk to drink. Children sit together with staff, talk about healthy foods and build friendships. This supports children's communication, language and personal, social and emotional skills.

Staff have appropriate first-aid training and are deployed effectively throughout the day to be able to deal with any accidents in the nursery to promote children's good health.

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

The leadership and management team have a good understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. They have effective policies and procedures in place to support the safety and well-being of the children in their care which they share with parents. Management and staff have a good understanding of the local safeguarding procedures and what to do if they have concerns about any of the children in their care. There is a designated person responsible for safeguarding in the nursery, helping to keep children safe. There are written procedures in place for safeguarding children and for the use of mobile phones and cameras. Management and staff also have a clear understanding of the procedures to follow if they have concerns about the behaviour of any other member of staff. All of the management and staff have undergone the required suitability checks which helps to protect the children's welfare.

Regular robust daily risk assessments are in place to ensure the nursery is a safe environment indoors and outdoors for children to play and learn in. Children take part in regular fire drills and there is a clear evacuation procedure in place in the nursery so they develop an understanding of how to keep themselves safe. The premises are safe secure and hygienic.

Documentation and records are well maintained and easily accessible. Daily records of children's attendance are in place and staff carry out headcounts regularly as part of their supervision arrangements to safeguard children. There are good recruitment and induction procedures in place as well as ongoing supervision, appraisal and training opportunities for all staff. This helps to ensure that staff continue to be suitable to work with children. The staff work closely together as a team. Staff are deployed effectively throughout the day to support children's individual needs and ensure their safety.

Staff make ongoing observations which they use to plan to support children to make good progress and move on to their next stage of learning. The management and staff review children's progress regularly to ensure staff meet individual needs and follow children's interests. Staff share information daily with parents as well as during parents' meetings. Parents are consulted on the nursery provision and there is an open-door policy so that they are able to speak to management and staff about any concerns they may have. This promotes good partnership working for the benefit of the children.

The leadership and management team use local authority reports and action plans to ensure they comply with the requirements of the Early Years Foundation Stage. There has been a sustained and successful improvement to the care and education of children provided by the nursery since the last inspection. The actions set at the last inspection led to a thorough review of the documentation and the quality of care that children receive. There has been a review of the way staff manage children's behaviour and all staff have attended training to ensure that there are positive behaviour management strategies in place to use. There are designated key staff in place who are responsible for overall behaviour management. Accurate well-maintained attendance registers ensure that staff know how many children are present at all times. Staff are developing in confidence in recording children's observations and planning their next steps for development. Management and staff have effective systems in place to reflect on their practice taking into account the views of parents, staff, children and the local authority. This helps to

promote ongoing improvements to benefit the children's care and learning in the nursery.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY443096
Local authority	Wandsworth
Inspection number	963472
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	14
Name of provider	Destiny Kids Nursery Limited
Date of previous inspection	19/09/2013
Telephone number	07727972642

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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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