

# Keiki Daycare

7 Harold Road, LONDON, N8 7DE

<b>Inspection date</b>	06/10/2014
Previous inspection date	24/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are content and settled in their environment. They demonstrate that they are happy and secure in the relationships that they have established with staff.
- Children are well behaved. They receive good support from staff and learn to play well together, which creates a positive atmosphere within the nursery.
- Staff have maintained positive relationships with parents who comment that they are happy with the way they have been kept up to date with changes.

### It is not yet good because

- The provider failed to inform Ofsted of a significant event, which is a breach of the requirements, induction procedures are not robust and some documentation used to demonstrate staff suitability was not available for inspection.
- Observation and assessment systems are not robust enough in identifying learning intentions, which means staff are unable to fully help children make good progress.
- Children are not encouraged to use writing in their everyday experiences and staff do not always give children time to be creative and lead their own play.

## 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.

## Inspection activities

- The inspector observed activities in the playrooms and outdoors.
- The inspector spoke to staff and parents.
- The inspector looked at a sample of documents, relating to children and staff.
- The inspector invited the provider to participate in a joint observation.
- The inspector held discussions with the provider.

## Inspector

Samantha Smith

## Full report

### Information about the setting

Keiki Day Care is run by a partnership of two people. The nursery registered in 2008 and operates from a commercial premises. It is located on a residential street, within the area of Crouch End in the London Borough of Haringey. All children have access to an outdoor play area. Access to the setting is via three steps. The nursery is open each weekday, from 8.15am to 5.45pm, for 51 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 40 children attend the setting at any one time. There are currently 70 children on roll, some in part-time places. The staff care for a number of children with special educational needs and/or disabilities, and also a number of children who learn English as an additional language. The provider employs 12 members of staff, including the manager, all of whom hold appropriate early years qualifications.

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

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

- improve the induction procedures for new staff to ensure that they know who the lead people are for safeguarding and which staff are qualified in first-aid training
- improve the observation systems by using the information gathered to identify and target future learning opportunities for individual children
- demonstrate that people looking after children are suitable to fulfil the requirements of their roles by making sure that documentation used to help determine their suitability is available for inspection.

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

- increase opportunities for children to practise their mark-making and pre-writing skills in different areas of their play
- encourage staff to take more time to, listen and respond to children's ideas.

### Inspection judgements

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

Overall, staff provide suitable experiences and opportunities across most areas of learning. Babies enjoy exploring an interesting range of resources, including treasure baskets containing different natural items, homemade sensory resources and various exploratory toys. Activities are creatively set out to encourage babies, who are not yet walking, to stand. Staff provide sufficient space for crawling and to encourage babies to practise their walking skills. Older children enjoy painting, looking at books and engaging in role-play activities together. However, although children have opportunities to practise their pre-writing skills in adult-led activities, there are limited opportunities for them to do so in other areas of their play.

Staff demonstrate a sound understanding of their roles in supporting children's learning. As a result, children are making sufficient progress in their learning. Observation and assessment systems are in place and staff use them to highlight the progress that children are making. However, systems are not fully robust, because staff do not use the observations made on children to identify and plan for their next steps in learning. Therefore, further learning opportunities are sometimes missed. In addition, staff seek children's ideas and encourage them to make some choices about their play. However, when they engage them in adult-led activities, they do not always give children the time to be creative or respond to their ideas.

There are suitable systems in place to support children with special educational needs and/or disabilities. Staff work closely with parents and they have established links with other professionals and agencies involved with children. This shared approach helps to ensure that children receive the help they need to progress.

There are suitable systems in place to encourage parents to participate in their children's learning. At the start of their child's placement, parents are encouraged to share information with staff about their children's current stages of development. In addition, throughout their child's attendance at the setting, staff invite parents to attend review meetings, where they share information and plan future targets for achievement.

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

Children are happy and well settled in their environment. They benefit from the positive relationships and secure attachments that they have established with staff. There is an effective key-person system in place, which promotes positive partnerships with parents and children's well-being.

Staff demonstrate that they have a sound understanding of their roles in promoting children's safety. They complete regular risk assessments and daily checks to minimise hazards, both indoors and outside. They implement appropriate procedures for dealing with accidents and administering medication to children. There are suitable behaviour management systems in place. Older children demonstrate good listening skills as they respond appropriately to staff requests. They demonstrate that they can negotiate and solve problems as they confidently explain themselves to staff. In turn, staff encourage them to resolve and negotiate issues for themselves.

All children have daily opportunities to engage in outdoor play activities. Older children can use the wheeled toys, play with sand and water, and enjoy the freedom and space to run around more boisterously. Babies and young children enjoy the outdoor space. Older children are learning to manage their personal needs as they wash their hands and go to the toilet independently. In addition, children are developing a suitable awareness of healthy lifestyles as they enjoy healthy meals and snacks that are prepared by an in-house chef.

There are suitable systems in place that support transitions for children, as they prepare to move to new age group rooms. Staff spend time introducing children to their new group rooms gradually. Parents are kept fully updated of the process and the setting has developed suitable partnerships with the local schools that children have moved to.

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

The nursery has recently undergone some significant changes within the management and staff team. In addition, over the past year, the systems for monitoring practice have not been implemented effectively and this has had an impact on the overall organisation of the nursery. As a result, current practice within the nursery is not fully effective.

Safeguarding arrangements are in place and generally implemented appropriately. There are suitable recruitment and vetting systems in place. All staff have undergone the required Disclosure and Barring Service checks, completed health declarations and provided details of references. However, some records to demonstrate staff suitability, such as references for some staff, were not available for inspection. While this does not have a direct impact on children, the provider's systems to show how staff are suitable to fulfil their roles, are not fully effective. In addition, the provider breached requirements because she failed to inform Ofsted of a significant event that may have impacted on her suitability. However, Ofsted are now up to date with events.

The quality of the induction procedures, particularly for the newer staff, is not robust. For example, staff demonstrate that they have a sound understanding of child protection issues, including recognising signs and symptoms of abuse and dealing with accidents. However, newer staff are unsure of who the lead people are for child protection or who the qualified first-aid staff are. However, they are aware of where they can find the written policies and procedures should need to refer to or seek information, which helps to reduce the risk to children's safety. A number of staff qualified in first aid are suitably deployed throughout the nursery, which helps to keep children safe.

Throughout the changes, the staff have maintained positive working relationships with parents. Parents speak positively about the nursery staff and they advise that the provider has kept them fully updated with the changes and ongoing events within the nursery. In addition, staff have formed positive partnerships with the local children's centre and the local authority, with whom they liaise about quality and childcare issues.

The new management team demonstrates a sound capacity to improve. The team members understand their responsibilities in meeting the learning and development requirements, and are beginning to implement improvements. The deputy and manager have recently adopted new systems for the supervision of staff and monitoring the effectiveness of the educational programmes. However, they recognise that more can be done to improve the quality of the provision.

## 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

<b>Unique reference number</b>	EY375623
<b>Local authority</b>	Haringey
<b>Inspection number</b>	991704
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	0
<b>Name of provider</b>	Keiki Daycare Partnership
<b>Date of previous inspection</b>	24/02/2009
<b>Telephone number</b>	0208 340 3841

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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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