

# Kiddies Lounge Pre School Day Nursery

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

<b>Inspection date</b>	04/11/2014
Previous inspection date	08/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The manager is committed to continuous improvement and her enthusiastic approach engages staff.
- Staff provide a stimulating range of resources for children to explore and use their imagination.
- Young children develop their independence skills well during relaxed and sociable lunchtimes.
- The key person system is effective. Children have clearly formed close bonds with staff and this successfully supports their emotional development.

### It is not yet outstanding because

- There are missed opportunities for staff to use nappy changing as a time to promote children's awareness of their care needs, as some children are distracted by other events.
- On occasion, some staff do not leave enough time for children to think about their answers to questions.

## **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 carried out a joint observation with the manager.
- The inspector sampled a range of documents including children's development records, policies and staff files.
- The inspector spoke with parents, children, staff and the manager at appropriate times during the inspection.
- The inspector observed play activities and routines in all areas of the nursery.

## **Inspector**

Lesley Hodges

## Full report

### Information about the setting

Kiddies Lounge Pre School Day Nursery registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery 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 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications, including one staff member who holds Early Years Professional Status. The nursery opens each weekday from 7.30am until 6.30pm all year round. Children attend for a variety of sessions, including some children who attend before and after school. There are currently 30 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 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:

- minimise disruption during nappy changing so that staff can use this time as a learning opportunity for children
- ensure all staff allow children enough thinking time so that they can form answers to questions.

### Inspection judgements

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

Children are happy at the nursery. They arrive confidently and choose activities from the good range of resources offered. Staff provide a variety of adult-led and child-initiated activities. Older children enjoy collage activities and staff use the activity well to extend children's learning in a range of areas. Children are engaged as they concentrate on cutting and decorating paper plates. They make animals to add to their self-made, role-play area, which is linked to a favourite story. This supports children's early interest in literacy as they talk about different characters, recalling events in the story. It also helps children to contribute to their environment and use their imagination.

Younger children are fascinated as they experiment with torches. They shine them on different surfaces to explore the effect the light makes. This demonstrates that children are confident learners and enjoy exploring the environment. Older babies explore

different textures as they play with pasta shapes. Staff supervise them closely to ensure their safety as they delight in using different spoons and bowls to develop their physical skills. Staff support children's developing motor skills by encouraging babies to walk. They provide push along toys and praise babies as they become confident to walk around the setting.

Staff have a good understanding of how children learn. They plan challenging activities using the information they have gained from their observations of children's abilities and interests. Staff link their observations to child development guidance and this means that they gain a clear picture of children's progress. Staff support children with special educational needs and/or disabilities in a range of ways. They use carefully planned activities suggested by local authority support staff to develop children's concentration and communication skills. These are effective and demonstrate how the manager and key persons are committed to encouraging all children's progress. The effective use of signs and symbols supports all children's communication development including those who are learning English as an additional language. Staff generally ask clear and open questions to promote children's communication. Occasionally, however, staff ask questions too quickly and this means that they do not always give children time to think about their answers.

Children of different ages enjoy a good range of age-appropriate play in the after school club. They build friendships as they draw on a large white board in pairs and play co-operative games to develop team building skills.

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

Children have clearly formed close bonds with staff in the nursery. Babies snuggle up to staff when they are tired and older children enjoy sitting with staff during their play and routines. Key persons know children well. They understand their learning and emotional needs and as a result, children feel secure in the nursery. Older children enjoy sharing a joke with staff and they giggle during role-play games as staff join in with their play.

Children are developing self-care skills during routines. They are learning to serve themselves at lunch time and staff are on hand to help children when they need it. Lunch times are sociable occasions. Young children enjoy each other's company as they eat. They chat together and are relaxed during this time. Children's behaviour is good. They respect each other and staff, saying 'please' and 'thank you' when given items at the lunch table. Staff are good role models and this supports children as they develop social skills. Staff manage any minor disagreements well. They explain about sharing and taking turns, and children quickly settle back to their play as they understand these rules.

Children are learning about keeping themselves safe. Staff encourage them to think about how to use scissors and, with gentle reminders, children understand that they should not walk around the room while holding them. In role play, children learn about the dangers of hot food. Staff support children's healthy lifestyles in a range of ways.

Children enjoy healthy meals and snacks, and healthy eating is promoted with role-play resources. All children enjoy play in the outside area. Staff provide activities to cover all areas of learning, including drawing and physical play opportunities in the fresh air.

Transitions into the nursery and onto other settings are managed well. Staff give individual attention to children who are new to the nursery so that they can begin to build relationships. Some children attend the school and nursery school, which are in the same building. Staff follow robust procedures when taking children to these settings to ensure their safety. They liaise with teaching staff to settle children in and ensure their care needs are met. Some children become distracted, when staff are changing their nappy, by what is happening in other areas of the nursery. This sometimes prolongs this routine and there are missed opportunities for staff to use this as a learning opportunity for children to learn about their care needs.

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

The manager has made a number of changes to procedures and practice at the setting. She has a good understanding of all requirements of the Early Years Foundation Stage. She demonstrates this knowledge in her management and organisation of the nursery. The manager has inspired her staff to engage in change and development of practice and this is clearly demonstrated throughout the nursery. Staff are enthusiastic about their role in caring for children and providing a safe environment. The manager follows robust procedures to check that only those staff who are suitable to work with children do so.

Staff have a good understanding of how to safeguard children in their care. They are confident when explaining safeguarding procedures and have good knowledge of the whistle blowing policy. The nursery environment is secure and effective staff deployment means that children are well supervised in all areas of the nursery, the outside area and when going to school.

The manager has completed a comprehensive development plan, which sets out her plans for further and ongoing improvements clearly. She updates this regularly and this means that she is on track with planned progression. She has successfully addressed the actions identified at the last inspection and clearly demonstrates a commitment to continuous improvement in all areas.

Regular participation in external and in-house training helps develop team work and staff knowledge. Whole staff meetings are used to cover a range of pertinent issues and ensure that staff are given time to review children's progress and share ideas to support children's progress. The manager reviews staff performance with observations of them as they work. Regular supervision meetings identify precise targets for staff and give the manager an opportunity to highlight good staff performance.

Partnerships with parents and outside agencies are strong. Parents are keen to stress

how staff have helped their children in their progress and development. Parents share planning ideas with staff to complement children's learning in the nursery. They provide information about children when they start at the nursery so that staff can use this in their planning as they settle. The manager works closely with the advisor from the local authority to review the provision. Together, they identify strategies to support children with special educational needs and/or disabilities. Staff implement these successfully with solid support from the manager.

### **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

<b>Unique reference number</b>	EY457989
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	962574
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Kiddies Lounge PreSchool Day Nursery Limited
<b>Date of previous inspection</b>	08/05/2014
<b>Telephone number</b>	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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