

Quality Kidz Nurseries Ltd

79 Campden Crescent, Dagenham, Essex, RM8 2RS

Inspection date

14/01/2015

Previous inspection date

26/06/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
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The quality and standards of the early years provision

This provision is inadequate

- The recruitment procedures are not robust. For some staff, the provider relies on suitability checks completed by previous employers. In addition, staff whose suitability has not been checked are left alone with children. This compromises children's safety.
- The provider does not keep accurate records of children's hours of attendance.
- Strategies to engage all parents in their children's learning are not fully embedded.
- Staff do not maximise opportunities for children to develop their communication skills at story times.

It has the following strengths

- Children in both rooms have close attachments to key staff who provide a caring and welcoming environment.
- The manager and key staff support children with special educational needs and/or disabilities by identifying and promoting development in key areas.

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 and routines in all areas used by the children.
- The inspector took part in a joint observation with the manager.
- The inspector spoke with children, staff, parents and managers at appropriate times during the day.
- The inspector sampled documentation including written procedures, staff files and children's development records.

Inspector

Lesley Hodges

Full report

Information about the setting

Quality Kidz Nurseries Ltd registered in 2004. It is one of two nurseries run by Quality Kidz Nurseries Ltd and operates from purpose-built premises. Children have access to enclosed outdoor play areas. The nursery is situated in a residential area in Dagenham in the London borough of Barking and Dagenham. It is open each weekday from 7am to 6.45pm all year round. The nursery is registered on the Early Years Register. There are currently 77 children aged from birth to five years on roll. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four. There are 14 members of staff who work directly with children. Eleven staff hold appropriate early years qualifications and two members of staff, including the manager, hold Early Years Professional Status.

What the setting needs to do to improve further

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

- ensure there are robust recruitment procedures, including obtaining Disclosure and Barring Service checks and recording the date a disclosure was obtained and details of who obtained it
- ensure people whose suitability has not been checked do not have unsupervised contact with children being cared for
- ensure that attendance registers accurately record all children's hours of attendance.

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

- enhance opportunities for children to develop their communication skills at story time by asking questions and reflecting on the story
- build on existing methods of sharing information with parents to encourage engagement with all parents about their children's learning.

Inspection judgements

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

Staff provide a varied range of activities and, as a result, children are engaged in their play. They confidently choose from the activities available and staff provide a variety of resources to extend their play. For example, children can choose from varied construction resources so that they can experience different sizes, shapes and colours. Children work as a team to build tall towers, comparing sizes and naming shapes as they play. Staff support these activities appropriately, asking questions to encourage children to think about their play. Staff use their observations of children to plan for the next steps in their learning. Observations are linked to the areas of learning and this enables staff to suitably track children's progress.

In the baby room, staff gently repeat names of objects for children as they learn new words. They respond enthusiastically to children's first words and their developing communications. As a result, babies happily repeat words and experiment with different sounds.

Children with special educational needs and/or disabilities make continuous, sound progress in their learning. The manager and key staff use successful methods to identify specific targets for learning and, as a result, children do well in these areas. The manager tracks all children's progress and uses this information to identify areas where particular groups of children, and some individual children, need additional support. She has completed additional training, which enables her to provide appropriate activities for those children who are preparing for the move to school.

Children generally enjoy story times in the nursery. However, during the inspection, staff did not give children the opportunity to think and talk about the story. On one occasion they moved directly on to songs and rhymes and, on another, to carrying out hygiene routines before lunch. This does not fully support children to develop their confidence and communication skills by talking in a small group.

All children enjoy play in the outside areas. They develop their physical skills as they climb and balance, and older children excitedly run around in the large space available. Staff encourage children to join in with messy play. Children use their imagination and practise their physical skills as they use different utensils and containers to handle mud and other natural resources in the outside role-play area.

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

Staff are caring and welcome children warmly into the nursery. They support new children appropriately to help them settle in. However, the providers have failed to meet the safeguarding and welfare requirements of the Early Years Foundation Stage as they have not carried out appropriate suitability checks on all staff. This compromises children's

safety as staff are left alone with children before their checks are carried out.

Children have built close attachments to staff. In both rooms, children are happy when they see their key carer arrive. They run up for a cuddle, showing a sense of security in the environment. Staff encourage children's positive behaviour. They praise children when they listen and share, and work in partnership with parents of those children who need additional support. This means that children receive consistent messages about their behaviour.

Lunch and snack times are relaxed and children chat happily to each other and staff as they eat. They are learning independence skills from an early age as staff encourage babies to feed themselves. Older children serve themselves and help to clear away after they have eaten. Staff give them appropriate tasks to complete so that they are learning to take care of their environment and minimise hazards. For example, children learn to push their chairs in when leaving the table. Staff further support children's awareness of their own and others' safety in play. For example, they gently remind children to use spades carefully when digging so that they do not hurt their friends.

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

The provider is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment procedures are not robust as they do not include the completion of Disclosure and Barring Service checks as a matter of routine for all staff. Some records of checks are incorrect and, for periods of time, the providers have relied on checks on some staff that were carried out by previous employers. This is a breach of the requirements. Most daily records are kept appropriately. However, the records of children's hours of attendance in both rooms are too reliant on parents remembering to sign children in and out of the nursery. As a result, this documentation does not accurately record the numbers of children in the nursery and their hours of attendance. This is a breach of the requirements of the Early Years Foundation Stage. It means that staff do not have accurate records of all those on the premises in case of an emergency.

Staff have a sound knowledge of safeguarding procedures and the steps to follow if they have concerns about a child. They understand their internal safeguarding procedures and the importance of notifying the relevant authorities should they have any further concerns. Staff understand and implement the policy on the safe use of mobile phones. They advise parents about the policy so that they understand the safeguarding implications.

The nursery manager has developed a number of methods to evaluate children's learning and development. She carries out regular observations on staff and gives them clear instruction and targets to help develop their practice. For example, she has recently focused on improving staff interactions with children during play and routines. She uses her up-to-date training to encourage staff to model language correctly for children.

The manager has developed arrangements to more actively involve parents in children's

learning, but these are not currently fully embedded. Parents generally appreciate the regular meetings with key staff to discuss children's development. However, arrangements to gather information about children's achievements at home are not fully effective. This does not support staff in providing consistency in care for all children. The manager works well with other agencies and professionals in supporting children with special educational needs and/or disabilities.

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	EY285088
Local authority	Barking & Dagenham
Inspection number	833655
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	77
Name of provider	Quality Kidz Nurseries Ltd
Date of previous inspection	26/06/2009
Telephone number	020 8599 0047

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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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