

Kings Kids Day Nursery

Scout Association, Scout Hut, Brownsea Walk, LONDON, NW7 1BF



Inspection date	19 October 2016
Previous inspection date	12 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not monitor the quality of teaching rigorously enough to help teaching to improve.
- Staff interactions are not consistently effective in helping children learn and develop as well as possible.
- The organisation of the indoor learning environment does not enable all children to participate fully in activities. Children are unable to learn and play without interruption.
- The provider does not use evaluate provision well enough to identify all areas for improvement.

It has the following strengths

- Children quickly decide where to begin their play when they arrive at nursery. They are happy and eager to see their friends and the staff. This shows that they have secure relationships with other children and the staff.
- Staff manage behaviour issues sensitively as they arise. They teach children right from wrong and to share and take turns.
- Staff support children with speech and language difficulties well. The setting works with other professionals to make sure children get the additional help and the support they need.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve systems to monitor staff practice so that weaknesses are identified and training is targeted to develop the quality of teaching, with particular regard to the quality of staff interaction with children. 18/11/2016

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

- use self-evaluation more effectively to detect all strengths and clearly identify areas of development, to further improve outcomes for children
- improve the indoor learning environment to enable children to participate in activities and play without interruption.

Inspection activities

- The inspector observed activities both indoors and in the outside area.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with children and staff at appropriate times during the day.
- The inspector carried out a joint observation with the provider.
- The inspector sampled the documentation available, such as staff suitability records, observation and assessment records about children's learning, and the setting's policies and procedures.
- The inspector held a meeting with the provider.

Inspector

Pauline Nazarkardeh

Inspection findings

Effectiveness of the leadership and management requires improvement

The improvements made by the provider since the last inspection have not gone far enough to ensure practice is consistently good. For example, activity planning is not always put into practice and the environment does not allow the children to gain the most from the activities on offer. However, the provider identifies some areas where improvement is needed. Better leadership has been introduced in the curriculum and activity planning. The arrangements for safeguarding are effective. The provider has effective recruitment procedures in place to ensure that staff are suitable. Staff have strengthened their understanding of the procedures to follow if they have concerns that a child is at risk of harm. Staff secure early help from outside agencies when they have concerns about a child's welfare or development.

Quality of teaching, learning and assessment requires improvement

The environment is not well organised. This prevents children from making clear choices in their play. When children are involved in activities they are often interrupted by other children who run around or wander aimlessly. Staff carry out regular observations of children as they play. They share this information to plan for their individual learning needs. However, these plans are not always put into practice. Some staff spend too little time actively teaching and engaging with children. Despite weaknesses in teaching, children have opportunities to experiment with water and sand and to create models using play dough. They play imaginatively, when taking the doll for a walk to the park and feeding the dinosaurs. Children extend their mathematical and literacy skills. For example, they identify large foam numbers 1-10 and they enjoy looking at books and listening to stories. Staff support children to use technology, when using the Compact disc player. They are able to search and find 'twinkle twinkle little star', which is their favourite track.

Personal development, behaviour and welfare are good

Most of the children attending are new to the nursery. They are beginning to learn about expected behaviour as staff set clear rules and teach them to share and take turns. Staff praise children, for example, they exchange a 'high five' when they achieve. Children develop close relationships with their key person and other staff, and show that they are happy in their care. For instance, as they leave with their parents, children run back into the hall to say good-bye to staff. Staff celebrate children's home languages which supports their emotional well-being. Children learn about healthy lifestyles. For example, they make choices from healthy snacks and help themselves to water when they are thirsty.

Outcomes for children require improvement

Children enjoy their time at the nursery but are not always effectively engaged in learning. They develop the communication, language and literacy skills that are typical for their age. This includes children who speak English as an additional language and those receiving help with their speech and language development. Children gain knowledge from places of interest and learn more about countries they travel to on holiday. This builds children's self-confidence and helps prepare them positively for the next stage in their learning.

Setting details

Unique reference number	EY425657
Local authority	Barnet
Inspection number	1055894
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	24
Number of children on roll	12
Name of registered person	Patience Orevaoghene Akwenuke
Registered person unique reference number	RP908761
Date of previous inspection	12 May 2016
Telephone number	0208 343 24 65

Kings Kids Day Nursery registered in 2011. It operates from a scout hut in Mill Hill East. The nursery opens every weekday from 8am to 6pm, apart from Wednesday when it opens from 8am to 4pm, for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are three members of staff working with the children, two of whom hold a relevant childcare qualification.

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