

# Kiddies Lounge Pre School Day Nursery

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



## Inspection date

21 June 2017

## Previous inspection date

19 October 2016

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

## Summary of key findings for parents

### This provision is good

- Children are settled, happy and well-cared for at the nursery.
- Staff are skilled and knowledgeable. They understand how young children learn and provide interesting activities to capture children's interest.
- Staff assess children's development accurately. They plan effectively so that all children, including those who speak English as an additional language, make good progress.
- Children's safety and well-being are given the highest priority, for example, in very hot weather staff make sure children are protected from the sun and have plenty of fresh water available to drink.
- Meals and snacks are nutritious and include lots of fruit and vegetables. Older children know why they should eat healthy food and take exercise.
- Leaders and managers have an accurate view of what works well at the nursery and what needs to improve. They have a clear plan for continuing improvement.

### It is not yet outstanding because:

- Following one-to-one meetings with their manager apprentices are not given clear development targets.
- Staff sometimes miss opportunities to engage younger babies in play.
- Leaders' and managers' knowledge of the offences that disqualify a person from working with children is basic, but sufficient.
- Records of injuries children already have when they arrive at nursery lack the finer detail to support even swifter assessment of risk to children.

## What the setting needs to do to improve further

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

- develop staff skills in working with young, immobile babies so that they are suitably stimulated within the group
- improve how existing injuries to children are recorded so that the nature of the injury and the explanation are clear and can be assessed even more swiftly
- enhance leaders' and managers' knowledge of disqualification offences so that staff are absolutely clear about what they are making a declaration about
- include development targets in supervision records for apprentices so that they understand what they are working to achieve.

### Inspection activities

- The inspector observed activities in both nursery rooms and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the owners and managers of the nursery.
- The inspector carried out a joint observation with one of the managers.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation.

### Inspector

Joanne Mary Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection leaders and managers have made significant improvements to the nursery. Safeguarding is effective. Risk assessments are completed regularly and remedial action is taken promptly. Emergency evacuation of the premises is practised regularly. Staff understand their roles and responsibilities during evacuations. There is a strong all-round understanding of child protection and safeguarding procedures. Staff are knowledgeable about wider safeguarding issues such as female genital mutilation and indicators that a child may be being exposed to extreme views. Staff are well-supported in their professional development. They have regular meetings with their manager to discuss their practice, children's progress and any concerns they have. Training is targeted and has a positive impact on the quality of teaching, for example, staff use communication techniques learned in training to support children's speech and language development.

### Quality of teaching, learning and assessment is good

Children play and learn in a well-planned and well-resourced environment. Staff pay particular attention to children's interests and plan activities that reflect them. With the children, staff discussed what they needed to recreate the bear hunt environment they had heard about in a story. They then built it together in the nursery so that children could re-enact the story through grass, water and mud to find the bear in his cave. Staff model language very well for all children. Younger children are particularly well supported to listen to and then repeat words and sentences, developing their use of properly structured sentences well. Babies watch staff intently, for example, a staff member banged a simple pattern on a drum and two babies mimicked this by banging on the drum. When the staff member banged the drum twice counting 'one, two', and then repeated this one of the babies copied and banged the drum twice, showing he had watched and processed what the staff member had done.

### Personal development, behaviour and welfare are good

Children's independent creative work is highly valued and displayed with care around the nursery. There is an effective key person system in place. Parents value the good partnership working that staff have developed. They receive regular information about their children's progress and contribute to identifying their child's next steps in learning. Strong partnerships exist between the nursery and the local school, which supports positive transition arrangements for children as they move on to school.

### Outcomes for children are good

Children are developing skills and positive attitudes towards learning in readiness for starting their life at school. Older children's literacy skills are developing very well. They know about letter names and the sounds that they represent, spontaneously pointing to letters, naming them and then saying words that start with the sound. All children hear mathematical language throughout the day. Younger children recognise and can name basic shapes such as triangle and rectangle and staff extend this by talking about the properties of the shape. Babies listen to and attempt to copy the words and sounds staff make to develop their speaking skills.

## Setting details

<b>Unique reference number</b>	EY457989
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1079399
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	79
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Kiddies Lounge PreSchool Day Nursery Limited
<b>Registered person unique reference number</b>	RP532287
<b>Date of previous inspection</b>	19 October 2016
<b>Telephone number</b>	07939 156510

Kiddies Lounge Pre School Day Nursery registered in 2013. The nursery is situated in the Rivergate Centre, in the London Borough of Barking and Dagenham. The nursery employs 16 staff. Of these, nine 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.

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