

Global Kids Day Care - Mile End Branch

21 Burdett Road, London, E3 4TU



Inspection date

10 January 2018

Previous inspection date

31 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The management team demonstrates a strong commitment to continuous improvement and to working towards achieving excellence.
- Staff are friendly and welcoming, and children interact well with them. This helps children to feel secure and supports their social and emotional well-being.
- The manager and staff monitor children's progress effectively to identify any gaps in learning and development. Any additional support children may need is swiftly provided to ensure all children make good progress.
- Partnerships with parents are strong. Parents speak highly of the care their children receive.
- The manager and staff regularly carry out risk assessments to check the suitability of the environment and equipment to minimise potential hazards.

It is not yet outstanding because:

- At times, the planning of some activities is not as sharply focused as possible so that children are consistently challenged in their learning.
- Staff do not consistently organise some group sessions so that all children are highly engaged and able to concentrate fully.

What the setting needs to do to improve further

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

- enhance planning of activities so that all children can make the most of the learning opportunities offered
- review the organisation of group times so that children's levels of concentration and engagement are at the highest levels.

Inspection activities

- The inspector observed children as they played and took part in daily routines.
- The inspector spoke with children, staff and the manager at appropriate times during the inspection.
- The inspector looked at children's progress records, planning documentation, evidence of the suitability of staff and a wide range of other documents, including policies and procedures.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Claire Nunn

Inspection findings

Effectiveness of the leadership and management is good

The manager is experienced and knowledgeable about her role and responsibilities. The self-evaluation process regularly includes the views of parents, children and staff, and the manager uses this feedback to help identify areas for improvement. Systems for checking staff performance and supervision are good and contribute to identifying specific training which benefits children's outcomes. For example, recent training on effective interaction has resulted in an overall improvement in children's communication skills. The manager is also currently supporting staff who are pursuing higher qualifications to improve their expertise even more. Safeguarding is effective. Staff fully understand the procedures to follow if they have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff know their key children well and generally plan effectively for their next steps. They use information from parents, and observations and assessments well. The key-person system is effective. Staff discuss children's ongoing changing needs with parents. Staff successfully incorporate different areas of learning into activities. For example, children develop their mathematical and physical skills well as they skilfully remove toy worms from the mud, and then count and compare them. Staff support children's communication skills well. For instance, children are eager to share the contents of a small box they take home to fill with items of interest.

Personal development, behaviour and welfare are good

Staff are kind, patient and are clear and consistent about how they expect children to behave. For example, they support them to resolve disputes amicably and find solutions. Children share and consider each other's needs sensitively. They learn about the wider world around them. For example, children can choose from a range of resources that positively promotes difference, and they learn about various cultural festivals. Children are very happy, settled, and have positive relationships with all adults. Children play in a clean and safe environment. Settling-in sessions are flexible, and staff use these effectively to establish the children's likes, dislikes and routines. Children learn how to keep themselves safe during play and they help staff during daily routines, such as tidying up.

Outcomes for children are good

Children are supported well to develop the skills they need for their eventual move to school. All children, including those who receive additional funding, make good progress in their learning. They become motivated learners who concentrate well and listen attentively. Children eagerly join in spontaneous story times and have confident conversations with adults.

Setting details

Unique reference number	EY466237
Local authority	Tower Hamlets
Inspection number	1069546
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	72
Name of registered person	Global Kids Day Care Limited
Registered person unique reference number	RP904130
Date of previous inspection	31 March 2014
Telephone number	0208 980 1706

Global Kids Day Care-Mile End Branch registered in 2013 and is open Monday to Friday from 8am to 6pm. The setting employs nine members of childcare staff, five of whom hold appropriate early years qualifications. The setting provides funded early education for two-, three- and four-year-old children.

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