

# SpectacularKidz Day Nursery & Preschool

11 Farr Avenue, BARKING, Essex IG11 0NY



<b>Inspection date</b>	10 September 2018
Previous inspection date	6 June 2016

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

### The provision is good

- The manager delivers a strong programme of professional development and has high expectations of staff. She encourages staff to extend their skills and knowledge, through ongoing research and training to deliver high-quality learning experiences for all children.
- Staff provide good opportunities to extend children's early mathematical development. Staff encourage children to count, recognise numbers and explore shapes. For example, children enjoy playing dice games and making water handprints outside, then counting the wet finger marks and discussing 'bigger' and 'smaller' handprints.
- Staff support children to talk about their feelings during circle time. Children smile, laugh and say that they are, 'Happy at nursery' because their key person is with them. Children have secure attachments with staff.
- Young children enjoy activities, such as making marks with pens attached to cars. Older children copy shapes and letters in books. This helps children make good progress and develop key skills they need as they prepare to start school.

### It is not yet outstanding because:

- Although staff communicate well with children during play, they do not consistently give children sufficient time to explore activities and develop their own ideas.
- Staff are still in the process of developing activities and planning to meet the needs of all children across both rooms, at the highest level.

## What the setting needs to do to improve further

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

- allow children time to explore activities and develop their own ideas to make as much progress as possible
- continue to support staff to improve practice to ensure that teaching is at the highest level across both rooms.

### Inspection activities

- The inspector spoke with children, the manager and staff.
- The inspector and manager carried out a joint observation of a focused activity.
- The inspector observed staff interactions with children, during activities and play, indoors and outdoors.
- The inspector sampled a range of documentation, including children's learning records, planning, training certificates and policies.

### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures staff attend regular training and team meetings to create a positive culture, where safeguarding is central to day-to-day practice. Staff have a secure knowledge of the signs of possible abuse and know the procedures to follow, should they have concerns about the welfare of a child. Self-evaluation is accurate. The manager works closely with the early years advisory teacher, staff and parents to reflect on practice and implement change. Careful monitoring of groups of children identifies a need to challenge boys literacy skills further. For example, the manager invites fathers and significant male role models to read to children during story sessions.

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

Staff make detailed observations and assessments of children's learning. They plan next steps to extend children's development well, overall. Staff keep parents informed of their child's progress and encourage them to share information about their child's learning, for example, through an online app. This helps to build continuity between home and nursery. Staff make good use of their strong links with the local children's centre, to further extend learning experiences for children. For example, staff provide opportunities for babies to explore their senses and develop an understanding of the world around them, as they visit the local sensory room. Staff effectively use children's interests to create an interactive learning environment. For example, staff provide toy dinosaurs in twigs, leaves and scented herbs, to encourage the children to explore. Staff then use the dinosaur books to discuss skeletons and bodies. Children are excited to learn.

### Personal development, behaviour and welfare are good

Young children manage their own personal needs successfully. This becomes apparent when toddlers pull their shoes on to the correct feet by themselves. Staff are clear about what behaviour is acceptable and are positive role models for the children in their care. Children know the setting's golden rules and develop a sense of achievement as they follow these. This is seen as children excitedly tell staff, 'Look, I'm sharing with him.' Staff praise children for their positive behaviour. Staff challenge gender stereotypes, for example, as girls enjoy wearing a hard hat and safety goggles to use equipment in the construction area. Staff support children to assess their own risks, as they discuss how to use the tools safely.

### Outcomes for children are good

Children make good progress towards their early learning goals. Children's communication skills are developing well. For example, they take turns as they pass ingredients to each other and talk about measuring and textures during a baking session. Children are acquiring the skills needed for their future learning.

## Setting details

<b>Unique reference number</b>	EY408851
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10074465
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Spectacular (UK) Ltd
<b>Registered person unique reference number</b>	RP903444
<b>Date of previous inspection</b>	6 June 2016
<b>Telephone number</b>	020 3581 7856

SpectacularKidz Day Nursery & Preschool registered in 2010. It operates from premises in a shopping parade in Barking, in the London Borough of Barking and Dagenham. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is funded to provide free early education to children aged two, three and four years. All members of staff hold appropriate early years qualifications. The manager holds early years professional status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

