

# Quality Kidz Nurseries Ltd

30 Keppel Road, Dagenham, Essex RM9 5LT



<b>Inspection date</b>	26 April 2019
Previous inspection date	13 September 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- Leaders are passionate about their work with children and they work closely with the staff to create positive learning experiences. Leaders provide effective opportunities for staff to maintain their professional development to keep their knowledge current.
- Staff create interesting and stimulating opportunities, indoors and outside, for children to explore and to help them make good progress with their development.
- Staff complete daily risk assessments of the premises to ensure they are suitable for children. Leaders ensure staff are deployed effectively and they provide good supervision and support to children.
- Staff support children to develop very good health and physical well-being. For example, they teach them how to brush their teeth, encourage them to eat healthy food and fruit, and they provide regular physical activities.
- Staff offer support to help toddlers learn to manage their feelings and to handle disagreements appropriately.
- Staff miss some opportunities to strengthen the working partnerships with parents. For example, they do not gather information from some parents to help identify their children's starting points, and some parents are not fully aware of how to extend their children's learning at home.
- Staff do not consistently assess all children's starting points. As a result, they do not track some children's progress as precisely as possible, in order to identify and promptly close gaps in their development.

## What the setting needs to do to improve further

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

- strengthen further the working partnerships with parents to ensure that they are fully involved in their children's assessment and learning
- make better use of the system available to assess all children's starting points and to monitor their progress effectively, in order to help them make even better progress with their development.

### Inspection activities

- The inspector observed the quality of teaching in the playrooms and outside play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the leaders during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

#### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is good

Leaders act upon their thorough and effective evaluation of the setting's strengths and areas for further development. They have addressed the actions and recommendations from the previous inspection well. For example, leaders arrange regular supervision and staff meetings to offer guidance and share good practice, in order to enhance staff's skills. Safeguarding is effective. Leaders ensure all staff attend safeguarding and 'Prevent' duty training. Staff have a secure understanding of the setting's safeguarding policies and procedures. They know how to identify and report any concerns about children's safety. Leaders implement robust recruitment and vetting processes to ensure staff are suitable to work with children. They complete a thorough induction with new staff to ensure that they are familiar with the setting's routines, policies and procedures, and that they are capable of implementing their responsibilities effectively.

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

Staff provide effective opportunities for babies to explore freely with natural and sensory resources. Babies are happy and they show great interest during their play. They learn to grasp and handle different tools and materials successfully. For example, they learn to use a large brush to paint and they use their hands and feet to make prints. Staff support older children to develop their literacy and mathematical skills very effectively. For example, older children recognise their own written name and they begin to write some letters in their name. They learn to recognise numbers and they use large blocks to add and subtract. Toddlers willingly sing along to nursery rhymes and they keenly listen to stories. Toddlers enjoy role-play activities and they learn to pretend and use different items appropriately.

### Personal development, behaviour and welfare are good

Staff support children's emotional well-being effectively. They are sensitive to their individual needs and they offer appropriate support and reassurance. Babies show a real sense of belonging and they know when to seek support from staff. Staff ensure the layout of the room allows children to move around safely and it creates a positive environment for them. Children enjoy the wide range of resources and activities on offer. They learn to manage their own play and they develop their independence very well. Staff provide ongoing praise and encouragement to ensure children know that they are doing well and to encourage them to persevere at difficult tasks. Children behave well. They develop close relationships with staff and meaningful friendships with other children. For example, older children play cooperatively with their friends and they learn to wait for their turn patiently.

### Outcomes for children are good

Babies develop good mobility, coordination and movement. Toddlers develop their independence and confidence well. They willingly help staff to do small tasks, such as setting the table for lunch. Older children develop their creative and imaginative skills, and they learn to express their own ideas very well. They communicate and retell past stories effectively. Children make good progress and they develop the skills required to help them move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY285259
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10081050
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Little Professors Limited
<b>Registered person unique reference number</b>	RP906957
<b>Date of previous inspection</b>	13 September 2018
<b>Telephone number</b>	020 2984 9679

Quality Kidz Nurseries Ltd registered in 2004. The nursery is located in Dagenham, in the London Borough of Barking and Dagenham. It is open each weekday from 8am to 6pm, for 52 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The provider employs 16 members of staff, including the manager. All staff hold relevant early years qualifications ranging from level 2 to level 6.

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.

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