

# Inspection of Crowned Kids Nursery

523a Gale Street, Dagenham, Essex RM9 4TP

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Inspection date: 14 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager, who is also the owner, has worked with staff to address weaknesses identified at the previous inspection. They have adapted the nursery routines, so that all children have opportunities to learn outdoors each day. The manager has developed strong partnerships with parents and other professionals to support children's welfare and learning needs. She speaks passionately of her commitment to provide a safe and stimulating environment for all children to help them achieve as much as they can.

Staff have high expectations for all children. This includes those in receipt of funded early education, children who are learning English as an additional language and children with special educational needs and/or disabilities. They guide children's behaviour and teach them about rules and boundaries. Staff provide a vibrant and interesting learning environment, with lots of opportunities for children to make independent choices and explore using their senses. They know the children well and provide resources which reflect children's interests. However, at times, they do not support children's thinking skills effectively or encourage them to explore their own ideas.

Children show that they feel happy and safe at the nursery. They arrive smiling and quickly settle down to play. Children concentrate well during activities led by adults and with those that they choose themselves. They enjoy their learning and demonstrate curiosity as they explore the activities and resources.

### **What does the early years setting do well and what does it need to do better?**

- Staff develop close and caring bonds with children. They encourage children to be independent and praise them frequently, which boosts their confidence and self-esteem. Staff tune in sensitively to babies and meet their individual needs extremely well. They provide highly effective settling-in procedures alongside warm, consistent care, which helps babies feel safe and secure.
- Staff know children's individual abilities and interests well and plan appropriate activities to support their ongoing development. However, at times, staff working with older children focus too intently on what they want children to learn. Therefore, they miss opportunities to help children develop their own ideas and build on what they already know.
- Children learn about different people and communities, and develop respect and understanding for other ways of life. Staff take children on daily outings and have developed good links with local businesses. They use these to help broaden children's understanding of the world.
- Staff are enthusiastic in their interactions with children. They use some effective ways to support children's learning, such as using books and songs to teach

children new words. However, at times, they do not promote children's thinking skills well. For example, they quickly provide solutions to problems, rather than encouraging children to work these out for themselves.

- Children behave very well throughout the day. They listen to others and respond to instructions, such as to tidy up or wash their hands. Children clearly enjoy their learning and show high levels of enthusiasm and curiosity as they play. For instance, babies and toddlers are fascinated as they watch staff blow bubbles and are keen to try this out for themselves.
- Parents speak highly of the nursery. They say staff are kind, friendly and welcoming. They praise the high quality of care and say that their children are making good progress in their learning. The manager and staff are proactive in engaging with parents. For example, they provide workshops to help parents understand the nursery curriculum. They work effectively with other professionals, where appropriate, to ensure children have their full entitlement to early education.
- The manager is very reflective and seeks feedback from parents, staff and children to help her make further improvements to the nursery. She and her staff team work closely with their local authority early years adviser to continuously raise the quality of teaching and improve outcomes for children.
- Staff are well supported to continue their professional development through regular training and effective supervision. They talk enthusiastically about how they are using new skills and information to support children's learning. For example, they are incorporating mathematics into different areas of the nursery to help strengthen children's understanding of numbers, shapes and measurements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of child protection and know how to keep children safe and well. They access regular training to keep their knowledge up to date. Staff recognise possible signs and symptoms of abuse to children and know what to do if they are concerned about a child's welfare. There are clear procedures in place to manage any allegations that may be made against a member of staff. Staff use ongoing risk assessments effectively to ensure the indoor environment is suitable for children and that children are kept safe on outings. They also teach children about managing risks. For example, children learn to hold the handrail as they go down the stairs, and demonstrate that they must look out for traffic when crossing the road.

## **What does the setting need to do to improve?**

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

- support children to develop their own ideas and build on what they already know and can do
- make the most of opportunities to enhance children's thinking and problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY391610
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10090836
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Crowned Kids Nursery Limited
<b>Registered person unique reference number</b>	RP910287
<b>Telephone number</b>	02085954148
<b>Date of previous inspection</b>	14 December 2018

## Information about this early years setting

Crowned Kids Nursery registered in 2009 and is situated in the London Borough of Barking and Dagenham. The nursery employs nine members of childcare staff, eight of whom hold early years qualifications. The manager has a qualification at level 6 and one member of staff has qualified teacher status. Other staff are qualified at level 3 or level 2. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- The inspector completed a learning walk with the manager to evaluate how well the environment meets children's needs.
- The inspector spoke with parents, staff, children and the nursery's early years adviser during the inspection, to assess their views on the provision.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. She also completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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