

# KiddieCare Nursery

Ken Acock Youth and Community Centre, Carr Road, Northolt, Middlesex, UB5 4RA

## Inspection date

Previous inspection date

16/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- The leadership and management of the setting is strong, consequently staff professional development is successfully supported there are effective systems in place for monitoring the quality of the provision.
- Children's communication and language skills are successfully supported by staff, who consistently role model language and extend vocabulary through positive interaction.
- Staff know children well and plan the environment and activities to support their individual and developmental needs.
- There are a varied range of good quality toys, books and equipment, which are attractively set out to encourage and enable children to take part in the activities provided.

### It is not yet outstanding because

- There are fewer opportunities for children to see and recognise familiar times from home such as photos of their family to reassure them during the settling in process.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector discussed a joint observation with the manager.
- The inspector sampled documentation.
- The inspector spoke to parents to gain their views.
- The inspector observed staff interacting with the children.

## Inspector

Maria Conroy

## Full Report

### Information about the setting

KiddieCare Nursery registered in 2013. They are located in Ken Acock Youth and Community Centre in a residential area of Northolt in the London Borough of Ealing. There is access to one main playroom within the building. There is access to a secure outdoor area. The nursery operates on Monday to Friday from 9am to 12 noon during term-time only. The nursery provides funded care to children aged two years only. KiddieCare Nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register.

There are currently two staff working directly with the children, both of who have appropriate childcare qualifications. They are supported by a Quality Assurance Manager who is on hand to provide advice until the nursery is fully established when additional staff members will be employed.

### What the setting needs to do to improve further

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

- enhance the environment to enable children to see photos of family members or familiar items around them to reassure children and enhance settling in procedures.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a through understanding of the Statutory Framework for the Early Years Foundation Stage and they use this knowledge to provide learning experiences within the planned activities. Secure systems are in place, which help staff to undertake the process of observation, which enables them to identify children's interests and their developmental needs. This information feeds into the planning of activities, showing clearly how they link to the children's next steps in their learning. This along with the positive support from staff provides children with an effective learning environment. Staff assess children's development through the regular reviews including the progress checks between the age of two- and three-years-old. This helps them to identify if children are making sufficient progress in their development and identify any gaps in the support children need to progress and achieve.

Staff support and encourage children's language development, they consistently provide a running commentary on what children are doing, enabling children to match actions with words. For example, children have fun in the water they splash about finding different

creatures and making bubbles by squeezing empty soap bottles. Staff extend children's vocabulary, by extending the word they use to describe what they see. For example, children say they have found a frog, the member of staff, says yes that is a red frog and she reminds them of the song they like to sing about frogs. Children enjoy sharing books with staff, they sit in the comfortable book corner and snuggle into the soft toys attractively set out in the area. Staff ask them to find different objects in the book, which they proudly point to and repeat the word once they have found it.

Children's physical development is encouraged through the well-planned activities provided. They squeeze the glitter glue and move the tube to make patterns on the large sheets of paper secured on the floor. They enjoy finding different ways of making marks, by using their hands in large plates of paint. This helps to develop their early writing skills. Children make shapes from the dough, using tools such as rolling pin and cutters. Staff encourage their mathematical development, by asking them to count the different shapes they have made.

### **The contribution of the early years provision to the well-being of children**

Staff positively engage with children and spend quality time with them, which enables them to feel reassured and safe in their new environment. Children are learning to stay safe; they take part in planned fire drills, which supports them in becoming familiar with the procedures for leaving the building in the event of an emergency. Children are taught to understand the danger to others around them; as a result, they are encouraged to hold their bubble mixture carefully to avoid spilling it. They use a variety of tools safely, such as scissors for cutting and spades for digging.

Children are beginning to understand the importance of good hygiene procedures, staff talk to them about how hand washing stops the germs in their tummy that are not good for them. Healthy fruits and snacks are provided for children, which teaches them about healthy eating. Children have regular opportunity to play outside in the adjoining park, where they climb frames, kick balls and have fun with hoops. Consequently, this successfully promotes their physical development.

Staff praise children for their achievements, they use positive language, such as 'well done'. They share with parents the activities their children take part in thus enabling children to feel proud of their achievements. Staff provide many opportunities for children to share and take turns; they are beginning to gain an understanding of simple rules and boundaries. For example, we put an apron on when using the water play and paint.

The toys and equipment are of good quality and they are organised well to encourage and enable children to explore and investigate at their own pace. Staff set up the resources attractively, which encourages children to engage and learn from their experience. There are designated spaces for young children to hang and store their belongings on arrival, enabling them to return to them during the morning if necessary. However, there are fewer visual reminders of familiar items and family members to support children when

settling into their new environment.

### **The effectiveness of the leadership and management of the early years provision**

The leadership and management of the nursery are effective. The nursery has recently opened and is one of five within the company. As a result, the management use their skills and expertise to implement effective practice from other settings within the company. There are robust procedures in place for monitoring the educational programmes and the implementation of the welfare and safeguarding requirements. The Quality Assurance Manager works at the setting initially to support and advise new staff, role modelling and observing staff practice. Staff have regular training opportunities and this along with the supportive supervisions and appraisals promote staff's professional development. Vetting procedures for staff ensure they are suitable, detailed induction procedures for new staff provide them with the necessary information about the policies and procedures. Staff demonstrate they are confident in their knowledge and understanding of safeguarding procedures which supports them in protecting children in their care. Risk assessments are robust; they are reviewed on a daily basis and highlight any hazards, which enable the nursery staff to put preventative measures in place.

Leaders and managers drive improvement by consistently evaluating practices and identifying areas for further development. This is the nursery's first inspection; however; they have already made improvements since opening, for example, the way in the environment is used. Observations identified that children did not use the tabletop activities as a result more resources are placed on floor level, which children prefer and use more frequently. There are systems in place for seeking the views of parents, in the form of questionnaires.

The partnership with parents is beginning to develop. Parents share information with their children's key persons about their individual needs. This system enables staff to know how to support each child. The setting are beginning to share photos and samples of children's work, therefore enabling parents to share in their child's learning. Parents are encouraged to contribute to their child's learning by completing 'wow' cards with something the children have done while not at nursery. In addition, staff spend quality time with the parents updating them on their child's well-being. All parents spoken to say they are happy with the care provided; they comment they like the friendly staff, the new attractive equipment and the fact their child is settling well and looking forward to coming.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY462690
<b>Local authority</b>	Ealing
<b>Inspection number</b>	912941
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	2
<b>Name of provider</b>	Kiddiecare Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07932699222

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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