

# Sally Kids Care

244b Brixton Hill, LONDON, SW2 1HF

## Inspection date

Previous inspection date

19/12/2013

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

## The quality and standards of the early years provision

### This provision requires improvement

- Children's independence and free choice are encouraged because they can access resources freely and independently from low level storage units.
- Children are happy and secure because they have warm relationships with staff.
- Children are kept safe because the majority of staff are trained in First Aid and know how to react in a medical emergency.
- Staff help children to understand and value differences because they talk to them about and celebrate special cultural events.

### It is not yet good because

- Opportunities for babies to learn to move in different ways are limited.
- Assessment information related to children is not consistently used to inform children's next steps for learning in planning.
- Opportunities for older children to practise recognising their names are not maximised.
- Evaluation of the nursery is not robust and does not accurately identify key priorities for development of the nursery. Monitoring of planning and assessment is not thorough and does not help to ensure consistency of quality.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed interaction between children and staff.
- The inspector observed the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector held a meeting with the manager/owner.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Sally Kids Care opened in 2013. It operates from a shop with change of use. It is situated in Brixton in the London borough of Lambeth. Children have one large play room and there is a small baby room including an enclosed garden. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs four staff, including the manager who is also the owner. The staff hold appropriate early years qualifications. Of these, the manager holds early years qualifications to level 5; one staff member holds early years qualifications to level 3 and one staff member to level 2. Currently, one staff member is unqualified and working towards early years qualifications. The nursery receives funding for early years education places for children aged two and three years. The nursery supports children who learn English as an additional language. It is open from 7 am to 7 pm, from Monday to Friday, all year except two weeks in summer and public bank holidays. There are currently eight children in the early years range on roll.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessment information is consistently used to inform planning so that children's individual needs are met more precisely
- provide further opportunities for babies to develop different ways to move, including climbing and crawling.

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

- maximise opportunities for older children to practise recognising their names
- develop more accurate evaluation of the nursery in order for key priorities to be accurately identified
- enhance systems for monitoring of planning and assessment in order to ensure consistent high quality.

## Inspection judgements

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

Children make steady progress in this cosy nursery. Generally, staff provide a variety of interesting activities that relate to areas of learning sufficiently. However, planning does not always meet children's needs as well as it could. This is because staff do not consistently link children's assessment information to planning. Children benefit from being able to choose to play indoors or outdoors, which caters for different learning styles. Children's independence is encouraged as they select their own resources and make free choices. This is balanced by adult-led group activities, which provides more structured learning.

Children enjoy exploring sand as a material as they create stories with toy dinosaurs in damp sand. They learn about the properties of sand and practise their language skills as they make up stories. Staff support children to find missing puzzle pieces by suggesting to children that they try finding similar shapes or colours in the puzzle frame. Staff encourage babies' listening skills by making musical sounds with instruments in different places, so that they notice where the sound is coming from. Babies learn to operate simple technology by pressing buttons on electronic toys. Staff help them to learn new words by teaching babies the names of animals whose pictures appear on the buttons. Staff sing action songs with babies to help them to learn names of body parts and to learn to follow simple sequences. Children use colourful chalk on dark paper to draw pictures and experiment with marks. Although children see their names on their coat pegs when they arrive, there are no other opportunities for children to practise recognising their names. Children enjoy looking through books, finding their favourite characters and are beginning to understand story structure. They create stories during role play and learn to take turns and cooperate with each other. Overall, these activities help children to develop skills for later use in school.

The outdoor area is small, but well-arranged and supports different areas of learning effectively. For instance, children learn about the properties of water as they play in the water tray with different resources. Children learn to join things in different ways to create their own designs by using recycled materials. Staff teach children physical coordination skills by playing simple catching games. Staff take children to the local park where they can climb, run and move in different ways. This helps older children to develop a sound range of physical skills. Although babies have space to crawl around safely, opportunities for babies to move in different ways is underdeveloped. For instance, there are no soft play cushions or apparatus to encourage babies to climb, crawl and learn to move in a variety of ways.

Children who learn English as an additional language are supported well by staff. This is because several staff speak different languages, and all staff learn key words in a child's home language to support their communication skills.

Staff carry out observations on children and this helps to keep them informed of children's development. However, this information is not always used to inform planning and this

means that children's needs are not always met precisely. Suitable formats for progress checks are in place and to be used when children are between two and three years of age.

Parents are kept informed of their children's progress through daily contact with staff and through parents' meetings. Staff also complete daily books that provide details on care and learning activities undertaken by children, which helps to keep parents further informed. Parents share their observations of their children with staff who use the information to inform planning. This provides sound opportunities for parents to contribute to their children's learning.

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

Children relate warmly to staff who have secure bonds with children. Staff find out about children's individual personalities when they first arrive and use this information to provide activities that children enjoy. This supports children's well-being. Staff have a flexible approach to routines for babies by including babies' different sleep and feed patterns into the nursery day. This enables babies to settle happily and readily.

Generally, staff organise the environment effectively and, overall, resources are sufficient. Children select resources of their choice from low level labelled storage units and this supports their independence. Children are beginning to show awareness of how to keep themselves safe. For example, they know not to walk on mattresses in their shoes as staff prepare for sleep times. Older children are beginning to develop self-care skills. For instance, they are beginning to learn to put on outer clothes by themselves and to use the bathroom independently. Staff change babies' nappies in clean, comfortable and bright areas and this supports babies' well-being.

Staff provide a variety of nutritious snacks for children, such as fruit and vegetables. This helps children to develop healthy eating habits. Staff cater for special dietary needs. Parents provide lunches for their children and these are stored hygienically. Older children eat their meals independently and staff support younger children. Overall, children develop healthy habits because staff make use of local parks for children to get fresh air and physical exercise.

Children's behaviour is sound. This is because staff have reasonable expectations of behaviour, which they share with children to support their understanding. Staff are calm and gentle with children and are fair in their approach to managing behaviour. Links with local schools have not been fully developed to support children who move to school. However, management has identified this as key priority for development of the provision to support pre-school children. Children play in an open plan room and get to know all staff so that they settle readily when they move groups.

Staff help children to accept and value difference by talking with children and celebrating special events. For instance, children learn about traditions and special people during Black History month.

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

Staff keep children protected from harm. Over half the staff team are qualified in First Aid and this helps to keep children safe. Staff carry out risk assessments covering all aspects of the nursery, including outings. This helps to keep children protected from harm. Staff are vetted sufficiently to assess suitability for their roles and this supports children's safety. Staff have received safeguarding training. They have good awareness of procedures to follow should they be concerned about a child, which enhances children's safety.

Management carry out regular staff appraisals for the staff team. Staff have completed basic training courses covering areas such as, First Aid and this enables staff to know how to react in emergency situations. Management is in the process of identifying further courses. Staff are supported because management carries out regular supervision where any issues of underperformance are addressed.

Management works directly with children in the group room and this provides some useful insight into quality of practice. However, although management reviews children's assessment records and planning, this is not always regular or consistent. This means that systems to assure quality of planning and assessment are not working as well as they could. Tracking systems are in place and this enables management to be aware of children who need support in their learning and development in order for appropriate plans to be put in place.

Partnerships with parents and the local authority support children's learning and development soundly. For example, parents are kept informed of their children's progress and have sufficient opportunities to contribute to their children's learning. Staff work effectively with the local authority who provide advice and support related to early years matters.

Generally, management has identified some key priorities for development of the nursery, such as development of links with local schools to support children who move to school. However, evaluation of the nursery is not as effective as it could be because it has not identified most of the issues raised in this inspection. The nursery operates satisfactorily and has sufficient capacity to improve this.

### The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY463627
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	920444
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	10
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Salimata Bambara
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07951109446

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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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