



## Bright Kids Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	159439
<b>Inspection date</b>	15 February 2007
<b>Inspector</b>	Sandra Wickham
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<b>Registered person</b>	Belquis Oomerjee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Bright Kids Day Nursery first registered in 2001 and was re-registered at its current premises in 2006. The nursery is privately owned. The premises are purpose built and are located at the Asda shopping complex in Leyton in the London Borough of Waltham Forest. The provision operates from three rooms, a baby room, toddler room and pre-school room. The nursery provides care for parents who are employed by Asda supermarket. In addition to this, childcare is offered to families living in the locality who require day care. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year.

There are currently 38 children aged three months to five years on roll. There are currently 10 children receiving funding for nursery education. Children come from a wide catchment area

as their parents travel to work in or around the area. The nursery supports children with English as an additional language.

The nursery employs 13 staff. All staff, including the manager, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health needs are promoted satisfactory by procedures in place. Children's medical history is obtained to ensure their needs are fully met. Good procedures are in place for maintaining hygiene, which are implemented by staff to protect children from the risk of cross infection. For example, staff promote good hygiene practices by wearing disposable gloves and aprons when changing children's nappies. Children wash their hands with liquid soap and have the option to dry their hands using the hand drier or use paper towels. They climb up on the mini steps to enable them to turn the taps on and off independently. However, staff do not discuss with children the reason why it is important to wash hands before eating or after they have used the toilet. Staff clean the tables before and after children have finished eating. There is a well stocked first aid kit accessible so children can be treated quickly and appropriately in the event of an accident.

Mealtimes are informal, social affairs when staff sit with the children. Children are provided with varied and healthy meals cooked fresh on the premises each day. Older children are provided with opportunities to serve themselves, from a choice of foods, such as chicken or vegetable spring rolls with noodles and prawn crackers. They are encouraged to pour out their own drinks. However, more able younger children are not afforded the same opportunities to serve themselves with food or to pour out their own drinks.

Children are developing new physical skills as they access regular opportunities to engage in a range of activities to develop their large and fine motor skills. They use push cars, ride bikes, use the climbing frame and push buggies. Children walk to the local grocers store to do shopping for the nursery. Younger and older children explore a range of malleable resources such as red corn flour, blue play dough, sticking and gluing and using scissors for cutting whilst model making with cardboard boxes and use crayons for mark making.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy their time at the setting in a bright and welcoming environment. Space is creatively used and areas are set aside for dedicated activities such as the role play area, book area, construction, messy play, mathematics and literacy areas. Children have access to a wide and varied range of good resources. They are enthusiastic in their play and enjoy the range of equipment available. Children benefit from a good range of safety measures in place, such as fire extinguishers, a secure entry system and effective systems for risk assessing the indoor and outdoor environment. Children know when out shopping with staff, they must hold hands

and not talk to any strangers. They develop a good awareness of fire safety as they practise emergency evacuation plan regularly.

Children are well protected. Staff have attended training and show a sound knowledge of child protection. Staff are aware of their roles and responsibilities and a detailed policy is in place if any concerns arise.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children play and learn in three separate groups rooms according to their age and stage of development. Younger children enjoy interacting with singing action songs and are able to listen to short stories. They copy staff and join in handling the pretend doll, when singing 'Miss Polly had a dolly' and respond with delight when staff sing the naming song, repeating the names of all children. Children like waving their hands in the air to attempt to sing '1, 2, 3, 4, 5, Once I caught a fish alive' whilst waiting for lunch to be served. In the rising three's group room, children have fun at circle time listening to stories, singing familiar songs about the alphabet and what is the weather today. They talk about what clothes you should wear to keep warm in winter. Many children are able to concentrate and participate in quite complex action songs.

Younger children are confident and independent in accessing the resources set out. They focus well on some of this equipment and their ability to sort objects into groups by differences in size and colour is good. However, children are not encouraged to be independent and to make choices by the organisation of other times of the day. For example, at snack and meal times not all staff encourage children to pour their own drinks or have the opportunity to serve themselves. Toys for sand and water play are set out by staff rather than children being able to select what they want to use.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a satisfactory knowledge of the Foundation Stage. They plan a range of activities which cover all areas of learning. However, activities planned are largely adult directed and give children a limited role. Staff ask children questions enabling them to think and to discuss.

Staff implement a system to assess children's progress, however, this is inconsistent. For example, observations of children's progress are carried out, but a high number miss relevant details, such as the date of children's achievements. This affects the effective planning for children's next steps and the quality of information available to share with the parent.

Children learn the sounds and names of letters and to write through tracing printed letters and by practising writing on work sheets and in their work books. Some children are forming letters and can read them. For example, during lunch a three year old child looped a small piece of noodle over her finger and told staff had made the letter 'n' for noodles. However, opportunities for children to write in meaningful situations, such as during role, play are limited.

Many children can count to 12 and above. They practise this in various ways, through singing songs with staff that require them to count, and calculating how many fruit are left in the basket at story time. Children recognise and write numbers as they use equipment.

Children are learning about their local community as they go shopping for nurseries groceries, with the aid of their picture shopping list to help find the necessary supplies, aided by staff. They learn about the natural world through planting seeds. Children are learning about others through projects and themes on cultural festivals and about the different continents of the world. They celebrate Chinese New Year, are involved in making lanterns to decorate the hallway, and they have Chinese food for lunch. Children have the opportunity to listen to nursery songs on the cassette player with the headphones set out by staff.

Children have some opportunities to use a variety of techniques and materials to make friezes and pictures. However, these are pre-selected by staff. Children enjoy making things when they engage in junk modelling, easel painting, manipulating play dough, constructing with the colour straws and building blocks. Creative activities, however, tend to be adult directed and provide little opportunity for children to express themselves individually. Children enjoy imaginative play with dressing up clothes and the home corner.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are valued and their needs supported by staff. Children receive praise and encouragement and are beginning to learn what is right and wrong. Children happily join in singing times as a whole group activity. Consequently, they are developing a sense of belonging. Children are developing an awareness of different cultures and abilities of others through activities, resources and posters depicting positive images. Children's spiritual, moral, social and cultural development is fostered. Staff obtain information from parents about any particular needs. Procedures and systems are in place to benefit children with special needs. Children behave well, and form good relationships with each other and enjoy playing together. Overall, children receive satisfactory support.

The partnership with parents and carers is satisfactory. A prospectus is in place that provides details of the policies and procedures of the nursery and to outline the curriculum and planned activities. Parents are able to talk with staff informally about their children's progress. This allows them to become more involved with their children's learning. There is an appropriate complaints procedure in place in case any parent has a concern about the provision. Overall children benefit from the working partnership between staff and parents.

### **Organisation**

The organisation is satisfactory.

Children are happy and settled at the nursery, and form good relationships with staff who have been thoroughly vetted for their suitability to work with young children. There is a suitably experienced manager in place. However, not all children are benefiting from the training some staff have received on using frameworks that underpin good curriculum planning for both older

and younger children. This reflects in some aspects of children's play and learning not being provided for well. Children's health and individual needs are overall being met well by the group who have appropriate records in place to support each child. All of the required policies and procedures are in place. All the information on children is kept securely in organised files. The attendance register is up-to date to ensure children's arrival and departure times are recorded. Parent contracts are completed appropriately and all necessary permissions are obtained. The group are considering further training options in order to improve the provision for children. The setting meets the needs of the range of children for whom it provides.

The leadership and management is satisfactory. The group are going through a period of improvements to develop the service provided. Management have identified weaknesses of the group and a plan is in place to address these, such as improving staff's knowledge of the Foundation Stage curriculum.

### **Improvements since the last inspection**

At the last care inspection the provider was required to ensure all person's working with children underwent rigorous vetting checks for suitability; ensure parents signature of acknowledgement was obtained in the accident book; meal times were developed to meet needs of children under two years and minimise any risk to them; improve the deployment of staff to ensure the safety and welfare of children; implement suitable hand washing and drying facilities to limit the spread of infection; review systems for maintaining children's daily attendance register; plan a suitable range of activities for children under two years; implement child protection procedures in line with Pan London Child Protection Procedure; ensure appropriate and prompt action is taken on any concerns raised and a record of all complaints is maintained; ensure all required polices and procedures are in place. All required documentation is know maintained on the premises, and all person's caring for children have had the required checks carried out. The provider has improved hygienic practises regarding hand washing and staff are effectively deployed to safeguard children's welfare at all times. Children are supervised as they use the bathroom and wash their hands to ensure their health and safety. The provider now ensures a suitable range of activities are organised for children under two years and children's meal times meet children's needs.

At the last education inspection, the provider was asked to develop staff's understanding of the stepping stones to plan effectively the next steps for children's learning and share this information with parents; make greater use of daily routines to develop children's reading and writing skills in ways appropriate for each child's level of development; evaluate and improve the organisation of resources and activities to aid children's development and the grouping of children to enable them to be given time to become involved, sustain their interest and complete tasks. The group has partially developed their understanding of the stepping stones and now has information displayed for parents. However, opportunities for children to develop their reading and writing skills during the daily routines remains limited. The group has reviewed the organisation of activities and for resources to provide children with challenge, however a significant proportion of activities remain adult led, limiting children's ability to be creative. Grouping of children has improved limiting distractions for children and improving their ability to concentrate.

## Complaints since the last inspection

Since April 2004 there has been one complaint relating to National Standards 1 and 14. This related to the maintenance of records and staff:child ratios. Ofsted investigated the complaint and found a regulation had been breached. The provider was served a compliance notice requiring her to take immediate action to meet the National Standards, which she now does. The provider remains qualified for registration.

The provider has made a record of the complaint in their complaints record. The provider is required to keep a record of the complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop systems to promote children's self help skills, such as choices and self service.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make greater use of daily routines and planned activities to provide children with opportunities to write with a purpose and ensure activities provide children with opportunities to be individually creative.
- develop teaching methods to ensure children are given opportunities to develop their own learning and review systems for recording children's observations to ensure consistency

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