

Kinderoos

Inspection report for early years provision

Unique reference number

EY336793

Inspection date

27/11/2009

Inspector

Julie Biddle

Setting address

239 Great West Road, HOUNSLOW, TW5 0DG

Telephone number

0208 0904357

Email

info@kinderoosnursery.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kinderroos opened in 2006. It operates from a converted house in the London Borough of Hounslow. The main play room and bathroom are on the ground floor, children also access one room on the first floor. Babies are located on the ground floor in a separate base room. Children have access to a safe enclosed outdoor play area. The nursery is open each weekday from 8.00am to 6.00pm all year round. Children can attend on a part or full time basis.

The nursery is registered to care for a maximum of 24 children. There are currently 37 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language. The nursery employs eight staff, including the manager, and all of the staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff's ability to recognise the uniqueness of each child significantly contributes to the exemplary care they receive. Children benefit from stimulating communication and interaction that helps them feel safe, secure and confident. The partnership with parents is strong and ensures positive trusting relationships are developed, which impacts on the good progress children make. The highly effective self-evaluation procedures mean the management team and staff group are able to identify their strengths and weakness. As a result the continuous improvement of the service they provide benefits the children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- organise meal times to allow children opportunity for independence

The effectiveness of leadership and management of the early years provision

Highly effective steps are taken to ensure children stay safe. A detailed risk assessment is carried out to ensure that all areas of the building and garden are safe. Further detailed risk assessments are completed for each outing the children are involved in. Staff's effective deployment ensures children are safe and receive

valuable support to reach their full potential. Staff demonstrate a very good understanding of their role in safeguarding children, they are aware of the reporting procedures to follow if they have any concerns about children in the setting. Systems for recording visitors to the group are good and staff are very aware of the procedures to follow to ensure persons not vetted do not have unsupervised access to the children. Children are further safeguarded as the setting has in place a robust, extensive recruitment procedure which includes Criminal Records Bureau checks, and a successful induction procedure.

The setting is led exceptionally well. There are effective systems in place for self-evaluation that reflect the continual monitoring of all aspects of the setting. As a result, action taken by the setting enhances opportunities for all children. Staff benefit from the highly effective processes for managing their performance; opportunities for staff to operate peer on peer observations leads to continual improvements and thus benefits the children. Planning for staff development is very well established and leads to a highly motivated staff team who have very good understanding of their roles and responsibilities; they support one another very well.

Partnerships with parents are very good. Staff relate very well to all parents, greeting them in a friendly but professional manner. There are clear systems in place to gather information from parents before children start, which informs staff and allows for individualised planning. Parents are actively encouraged to share in their children's learning. For example, evening sessions for parents include information about the Early Years Foundation Stage, and moving to 'big school'. Parents speak highly of the setting, in particular how happy their children are and how they have learnt so much. The setting works closely with the early years advisor and has a positive, proactive attitude to working with other professionals to support the children and their families. Parents are positively encouraged to contribute to their child's development by informing staff of family events and children's particular interests.

The quality and standards of the early years provision and outcomes for children

Children enthusiastically engage in activities and confidently initiate their own play, making choices about what they want to do. Staff plan a daily routine that is flexible for the children, their individual needs and requests. Children greet the staff and each other with glee when they arrive at the setting.

Children develop an understanding of how to stay safe as they hold on to the hand rail going up stairs, and remember how to walk carefully in the setting. In addition, visitors to the setting, such as a policeman, help children to understand about safety when in the local community and wider world. Children are very positively encouraged to understand about healthy lifestyles. For example, they help themselves to and eat healthy snacks, such as fruit and bread sticks and help themselves to water if they are thirsty. However, at meal times such as lunch and tea children are served from a trolley meaning independence is hindered at this time. Children take part in regular exercise sessions reminding staff to open the

window 'so we have lots of oxygen'; they thoroughly enjoy this time laughing as they change position and practise their star jumps. Children take pleasure in daily opportunities for outdoor play. Children's independence is very positively encouraged as they eagerly find their own coats and boots in preparation for going outside and are aware they need to put their coats on because it is cold and to put up their hoods if it rains. Children are increasing their physical skills as they climb, slide and kick footballs with confidence. They relish the time spent in the garden; they show immense interest in the seasons and weather. Photographs show children smiling as they harvest vegetables they have grown in the garden.

Younger children have a separate base room where they access toys and resources that are suitable for their age and stage of development; they particularly enjoy the ball pool, diving in laughing as they do so. Staff with the younger children are very keen and skilled in ensuring they take part in all activities, and to this end they take part in creative events making pictures for the Christmas season with glitter and glue; children are delighted as the sprinkle glitter on their picture.

An inclusive and welcoming service is provided by the setting; adults support children and provide an enabling learning environment. Children are extremely happy and well behaved, they know what is expected of them, and spontaneously say sorry and hug their friends if they have hurt them. They learn to share, to be kind and to take turns, for example, as they build a tower with dominoes. Children building the tower worked as a team, and as the tower got higher they helped younger children reach to put on the last few dominoes.

Staff demonstrate a good understanding of the needs of children who are learning English as an additional language; bilingual staff and staff who successfully use sign language mean all children have opportunities to extend their vocabulary and participate. Posters, photographs and trips further enhance children's understanding of traditions in the local community and wider world.

Children receive lots of positive praise and encouragement from staff throughout the session. Children have the opportunity to be awarded stickers for their achievements, for example, good listening when asked to by a member of staff. This helps children to feel a valued member of the setting. Staff show great respect for the children, they speak to them with kindness and in a way that captures their interest, and ask questions that encourage them think for themselves. Children have the benefit of a cosy book corner, they select the books they want, handling them with confidence and choose to sit in the rocking chair as they read.

Children make excellent progress in their learning because staff provide them with a range of stimulating and exciting activities. Staff use excellent techniques to extend children's learning and development, and interact effectively with children. They ask appropriate questions to encourage children's thinking, for example 'do you know what dinosaur begins with?'. Older children write their own name and show confidence as they write names of family members. Children show an understanding of numbers and how one more can make a difference to the total. There are rigorous systems in place to observe, monitor and reflect children's

learning. For example, staff use a variety of systems to record children's development, such as taking photographs, writing observations and evaluating activities. These are all used effectively to promote children's next steps in learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met