

Inspection of Keiki Daycare

7 Harold Road, LONDON N8 7DE

Inspection date: 9 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children happily enter this inviting nursery and separate easily from their carers. They are content and happy in this family atmosphere. Children share close bonds with staff, who are kind and nurturing. Babies seek comfort from staff who know the best way to soothe them. This shows they feel safe and secure in their care. They follow consistent daily routines, discussing with the children what they are going to do 'now' and what will come 'next', which helps them to feel settled and reassured. When required, a visit to the sensory room develops the children's cognitive growth in an enjoyable and engaging manner.

Each morning, shortly after children arrive, they form a circle and sing familiar songs and rhymes together. Children gain key skills in readiness for the next stage in their learning, such as independence in dressing themselves or caring for the pet snail. This ensures a smooth transition. They confidently greet the staff and their friends. Children delight in dancing and singing to music. They engage enthusiastically, clapping their hands and stamping their feet in time to the music and are beginning to learn the words of the songs, both in English and Spanish. Children behave well. They learn the golden rules and know that 'teeth are for smiling'. They understand staff's expectations and eagerly make choices about their play. Children decide if they would like to play inside or outside.

Children enjoy a range of activities that support their physical development. They clamber up the stairs, balance on apparatus and display confidence when walking along the plank, jumping and stretching when completing 'frog jumps or gorilla shuffles'. Children develop their arm strength and coordination. They choose their paint colours to swirl and swish with brushes and carefully fill buckets with sand and mud. Children use their imagination as they ride around on wheeled toys, and pretend they are driving cars on the road.

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

- Managers are reflective of their practice and regularly review the standards of care and education. They are ambitious and meet with the staff team to identify professional development opportunities and areas for improvement. They set goals for each age range, and are quick to identify any early concerns and know where to access early help from the local authority. Managers have plans in place to raise qualification levels, to attend further training, to try and be the best they can.
- Staff prepare activities based on the children's interests. For example, staff put out a large tray filled with water and sea animals. Children excitedly begin to explore the animals, feeding them, and developing their mathematical skills by counting the tentacles on the octopus. They count assuredly to eight. They

engage with the ducks, remembering their fascination when they previously observed the ducklings being hatched. Staff have a clear understanding of what they want children to learn from the activities they offer. They know children very well and respond quickly to their interests.

- Staff have a clear focus on communication and language and how they can help children develop their skills further. They have acted on advice from training and the local authority and use a range of strategies, such as pictorial or real objects, to support children's language further, with a particular focus on those who may need additional support, such as children who speak other languages at home. Learning phonic sounds is reinforced through Yoga shapes.
- Children enjoy playing a range of games to develop their early technological skills. They learn cause and effect as they build towers and knock them down. However, the curriculum has yet to consider how to use opportunities to support their understanding of digital safety, for both the children and their families, and where to get support should they need it.
- Children enjoy freshly prepared meals. These are made on site and take account of children's individual dietary needs, preferences and any allergies they may have. Children have free access to drinking water throughout the day. They practise their independence by pouring their drinks and self-serving their food. They wait patiently for their friends. Even young children demonstrate good feeding skills, as staff support and prompt them to use cutlery. This prepares them well for their future.
- Staff value the diverse nature of the nursery and embrace a wide range of festivals and events celebrated by the children and families in their care, such as the recent Festival of Eid. They take part in a 'Pride' parade, proudly waving rainbow flags, or eat lime pie when learning about the USA. Staff encourage children to discuss unique members of their family, and children love identifying their photographs. This supports children to learn and value everyone's differences and promotes a mutual respect for those in the community around them.
- Overall, partnership working is strong. Staff form links and share information with local schools, and provide much needed childcare for their staff and working parents. Parents speak highly of the caring and friendly staff, praising the work of the nursery, with phrases like: 'My son comes with a smile and leaves with a smile.' They receive newsletters and have daily discussions with staff about their children's time at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance opportunities to support children's and their families' understanding of digital safety and where to get support should they need it.

Setting details

Unique reference number	EY375623
Local authority	Haringey
Inspection number	10347014
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	76
Number of children on roll	72
Name of registered person	Keiki Daycare Partnership
Registered person unique reference number	RP528121
Telephone number	0208 340 3841
Date of previous inspection	13 August 2018

Information about this early years setting

Keiki Daycare registered in 2008. The nursery is open Monday to Friday from 8am to 6pm, for 51 weeks of the year. There are 20 members of staff. Of these, 11 staff hold relevant early years qualifications from level 2 to level 5. The nursery is in receipt of funding for the provision of free early years education for children age two, three and four years.

Information about this inspection

Inspector

Sandra Teacher

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- The inspector spoke with the proprietor, deputy manager and senior leaders. She held discussions with staff, which focused on the learning, the well-being and the safeguarding of children.
- She spoke to children throughout the inspection.
- The inspector reviewed a range of documentation, including that relating to nursery improvement, safeguarding and the checks undertaken on newly appointed staff.
- The inspector met with parents and listened to their views about 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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