



Kestrels Childcare Centre

Inspection report for early years provision

Unique Reference Number	EY278272
Inspection date	04 May 2006
Inspector	Janet Marie Thouless
Setting Address	Marden Lodge School, Croydon Road, Caterham, CR3 6QE
Telephone number	01883 348641
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Registered person	Kestrels Childcare Centre
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kestrels Childcare Centre and Out of School Club was registered in 2004 and operates from Marden Lodge School in Caterham, Surrey. A maximum of 56 children may attend the centre at anyone time. The centre is open between 08:00 and 18:00 for 50 weeks of the year. There is an enclosed area for outdoor play and the centre also has use of the school playgrounds at agreed times. The centre offers a family group session every Tuesday and Thursday morning along with a selection of topical

workshops for parent/carers. On the first Saturday in every month the centre is open for a 'Family Fun Day'

There are currently 66 children aged two to five years and 68 children over five years on roll. Of these, 35 children receive funding for nursery education. The setting supports children with different abilities.

A total of 16 part-time and full time staff work with the children. The majority of staff have an early years qualification. Two staff are currently working towards a recognised early years qualification. The centre receives support from the Early Years Development and Childcare Partnership (EYDCP) and 4 Kids.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow appropriate health and hygiene procedures and practices, which meet the children's physical, nutritional and health needs. Children are well protected because staff take positive steps to prevent the spread of infection during personal care and daily routines. They are protected from cross-contamination because staff have a good understanding of the centre's health and hygiene procedures, and follow them effectively. For instance, staff use gloves when they change nappies, dispose of soiled nappies appropriately and they clean equipment, such as tables and chairs, thoroughly. Children gain a secure understanding of good hygiene practice while effectively increasing their personal independence, through the good guidance and support they receive from staff. Children learn about healthy living through good daily routines, the range of topics and discussions with staff.

Children's health is promoted by the wholesome, nutritious and balanced meals on offer. Many children enjoy meals that are freshly prepared on the premises using fresh produce whilst others prefer to bring a packed lunch. Meals comply with special dietary requirements to ensure children's individual needs are met. Meal times are sociable and relaxed; children sit together alongside friends and staff. Children are fully supported in becoming independent, for example, they serve themselves at breakfast selecting toast and spreads.

Children explore, test and develop physical control in daily indoor and outdoor experiences, and by using a good range of play equipment. The outdoor play provision and access to school grounds provides opportunities for all children to increase their confidence and to try out new skills. Staff have a keen knowledge of Birth to three matters, which gives them an excellent understanding of each child's stage of development. Older children develop a positive attitude to physical exercise and delight in the challenges set out for them in a versatile range of activities. Out of school children enjoy football and shooting at goal on the school football pitch. Good provision is made for children to rest and sleep according to their needs in comfortable surroundings.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are extremely well cared for in a welcoming, secure and safe indoor and outdoor environment. The well-implemented policies and procedures and daily routines ensure staff are vigilant about maintaining a safe environment for children and staff. Risks of accidental injury to children are minimised because staff use thorough risk assessments to reduce potential hazards. Children become aware of emergency procedures as fire drills are regularly practised. Children learn some sense of danger and how to keep themselves safe as they move between the different areas of the centre and outdoor areas. Staff have an extremely good understanding of how to achieve a good balance between freedom and setting safe limits, for example, by teaching children how to use climbing equipment and stepping stones appropriately.

Children enjoy an excellent range of good quality toys and play equipment, which is organised effectively to meet the children's developing needs and is maintained in a clean and safe condition. Children use good quality equipment and enjoy an excellent range of toys and resources, which are safe and appropriate to their age and stage of development.

Children are very well protected by staff who have a clear understanding of child protection policies and procedures through training. Staff give top priority to the children's welfare and understand their role in child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and are eager to participate in a good range of play and learning opportunities. All children enjoy a stimulating, bright and colourful environment in which they have opportunities to enjoy free play and adult initiated activities. The younger children are helped to settle by staff who are attentive and sensitive towards the children's individual needs. Staff use guidance such as Birth to three matters to monitor children's development, they make regular observations and record children's achievements. This helps staff plan for each child to ensure their learning and developmental needs are met. All children benefit from the warm and close relationships they have with staff, and the good interaction between adults and children, which supports early communication skills.

Children become competent learners as they begin to make sense of the world and express their thoughts, ideas and feelings. Children show enthusiasm and thoroughly enjoy sensory play experiences. For example, they enjoy the texture of corn flour; they delight in running the mixture through their fingers and the sensation of the sinking feeling when hands are placed directly on top of the mixture. Children enjoy and learn from a range of activities that allow them to explore and investigate. They happily dig in the garden, exploring the soil looking for mini-beasts and show great excitement when they find worms and ants. Young children delight in dressing up and enjoy the freedom of imaginary play in the garden centre and home corner.

Out of school children arrive happily, greet staff warmly and make choices in their play. They select independently from a range of craft resources, traditional and computer games. They enjoy the freedom of the outdoor areas and participate in games, such as football, with confidence. Staff are good role models joining in children's play; children enjoy their company and staff demonstrate a positive attitude to learning with an emphasis on fun and relaxation.

NURSERY EDUCATION

The quality of teaching and learning is good. Children make good progress towards the early learning goals with the support of staff who have a sound understanding of the Foundation Stage. Staff have a very good understanding of how children develop and learn. They plan a range of activities based on real life situations that help children progress in all areas, for example, the garden centre topic. Children enjoy taking part in daily focus activities, which include making seed cakes for birds, which staff organise well.

Children are developing good relationships and get on well with peers and adults. They greet staff warmly on arrival and show great delight when friends arrive. They have many opportunities to be independent. They are encouraged to see to their personal needs such as putting on sun cream when playing outside and washing hands when visiting the toilet. Children speak confidently to peers and adults. They talk openly about family events, for example, a forthcoming birthday party. Children express themselves through mark making. They write during role-play and many recognise and write individual letters in their name.

Children make sense of the world around them through creative projects and individual artwork. For example, children learn about the growth of flowers and crops, harvesting, and discover that cress can be grown in sawdust through the 'Garden Centre' topic. Children learn about a variety of festivals by celebrating Chinese New Year and St George's Day. They have good opportunities to explore a wide range of experiences, which enable them to develop their senses and express themselves creatively.

Children gain confidence in using numbers in their play and during daily routines. They respond enthusiastically to challenges such as matching and sequencing and enjoy activities which extend their mathematical vocabulary, for example, during number rhymes, stories and through discussions with staff. Children work well together, for example, the younger children learn to use programmes on the computer through guidance from the older children. Children develop and improve their physical skills through a good variety of experiences, which include movement to music.

Children are making good progress towards the early learning goals in all of the six areas of learning. Staff use a flexible approach to planning and provide a good balance of adult and child led activities, therefore children learn at their own pace. The planning provides a broad and balanced range of stimulating activities and experiences across all areas of learning. Staff use children's assessment records effectively to identify children's starting points, monitor and record children's achievements to plan experiences, which take them to the next steps in their

learning.

Helping children make a positive contribution

The provision is good.

All children are cared for by staff who work effectively with parents to meet individual children's needs. Staff ensure children with additional needs are welcome and are fully included in the life of the setting. Children and parents receive a warm welcome into the centre by friendly and approachable staff.

Staff have high expectations of children's behaviour and foster a calm, secure, caring environment. Children behave well; they play together harmoniously and are polite to each other, to adults and to visitors. Overall, the centre helps individual children learn to recognise and value their own needs and those of others and to understand when to behave appropriately, which fosters their spiritual, moral, social and cultural development.

Children have good opportunities to make choices and take decisions in their play and learning. Children are able to access resources freely and independently within comfortable play and learning areas. Children show a strong sense of belonging, developing their confidence and self-esteem, because of the excellent example from the staff and the caring and nurturing environment. Children are becoming aware of diversity within a wider society through planned activities and as they celebrate their own and other cultural beliefs. Adequate resources that reflect diversity and disability are on offer. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents is good. Parents are provided with good quality information about the provision. They receive information about the learning programme and the Foundation stage. Opportunities are provided for parents to liaise with staff to view and discuss children's records of achievements and curriculum plans are available for parents to support children's learning at home. Staff actively seek parents' views about their children's needs and interests on a regular basis and before they start at the centre.

Organisation

The organisation is good.

Children appear happy and confident in the well-organised environment. Indoor and outdoor space is effectively organised to maximise play opportunities for children. Children are well occupied and engaged with many worthwhile play opportunities. Staff work well as a team, are well deployed and organise the daily routines and layout of the rooms appropriately.

Required documentation which contributes to children's health, safety and wellbeing is in place and regularly reviewed. However, although a clear complaints procedure is in place there is no system in place for recording complaints and sharing these with

parents as required.

Leadership and management is good. Management has a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. Effective recruitment procedures ensure children are well protected and cared for by staff who have a secure knowledge of child development. The good organisation of nursery education and positive outcomes for children are effectively met because of the strong leadership and management, which motivates staff, builds a committed team and acts as a good role model. Management monitors and evaluates the provision and is committed to improvement. The leadership and management promote an inclusive environment and enable all children to make progress towards the early learning goals.

The provider meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection, the provider was asked to extend outside play to include covered area to make it effective in all weathers. Until funding is available to include an all weather, covered area children still enjoy outdoor play. Children use the outdoor areas in all weathers and the centre has obtained a good range of resources to enhance the range of activities for their physical development.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of 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):

- extend the complaint policy to include a complaints record to share with parents.

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):

- continue to extend the range of resources that depict disability.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk