



Kids In Bloom @ Malvern School

Inspection report for early years provision

Unique Reference Number	EY312887
Inspection date	04 July 2006
Inspector	Margaret Patricia Mellor
Setting Address	Malvern Primary School, Willoughby Road, Broadgreen, Liverpool, Merseyside, L14 6XA
Telephone number	0151 477 8230 mob 077665 76429
E-mail	malvern.de@knowsley.gov.uk
Registered person	Lee William Johnson and Carrie Louise Johnson
Type of inspection	Childcare
Type of 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

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.

WHAT SORT OF SETTING IS IT?

Kids In Bloom @ Malvern School was registered in 2005. It is the fourth day care setting run by the Kids In Bloom organisation. They are based in Malvern Primary School situated in the Broadgreen area of Liverpool. Children use the main hall, green room, library and a classroom for their care and out of school activities. There is a secure playground and field for children's outdoor play. They serve children attending Malvern Primary School.

A maximum of 40 children aged from three to under eight years may attend at any one time. The setting runs term time on Monday to Friday from 15.00 to 18.00 hours.

There are 37 children on roll aged from four to 11 years.

The setting employs four staff and all have a relevant qualification in childcare. They receive support from Sure Start Services of Liverpool Children's Services.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because health and hygiene procedures are consistently followed by staff, which helps prevent the spread of cross-infection, promoting children's well-being. They develop their understanding of good personal hygiene because the staff explain why being hygienic is

important. Children confidently talk about how washing hands helps stop bacteria or germs spreading so they stay well. Staff act in children's best interests when they are ill through effective implementation of the sick child policy. Children's accidents are dealt with appropriately as two staff have a relevant first aid certificate and a fully stocked first aid box is kept close at hand to deal with minor injuries. Staff use spontaneous discussions with children to highlight health issues, such as visiting the dentist, brushing their teeth and food options. This further contributes to children's understanding of a healthy lifestyle.

Children relish a range of activities planned by staff that encourages them to be physically active. They benefit from fresh air and respond with gusto as they play outdoors. Children are keen to engage in group games, such as football, skipping and parachutes. They are supportive of one another and clearly describe the rules of the game to enable others to become involved, for instance, in skipping games when to jump in. Children's coordination and spatial awareness skills are further promoted as they play musical statues and do chicken limbo dancing. Children relish tactile and manipulative activities, which means they further develop their physical control through fun, play and learning experiences.

Children enjoy a variety of mainly healthy snack options, which includes a range of sandwiches, wraps, noodles and fresh fruit every day. They gain independence as they help prepare snacks and sit together and socialise with staff. Staff are keen to share healthy eating ideas with the children through discussions and practical activities, such as making fruit kebabs. Children enjoy an occasional treat of chocolate or crisps on film nights. Staff ensure that foods are stored appropriately so children's health and well-being is supported. There are effective procedures for sharing information about children's individual dietary needs so parent's wishes are respected and children remain healthy. Children have a choice of drinks and independently help themselves to drinking water when thirsty or after exercises that further benefits their health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, warm and well maintained environment. Cleaning systems are in place throughout the school and organised to reduce disruption to children. Children gain independence as they move freely and safely in the setting because staff vigilantly implement procedures when visitors and parents arrive. This is well supported by the mobile bell to alert staff of parents' arrival and password systems for the collection of children in an emergency. Children's well-being is further safeguarded because all the necessary safety equipment is in place and staff carry out daily written risk assessment to effectively address any areas of concern. The outdoor play area provides a variety of safe challenges for children in a secure enclosed area. This means that the risk of children accidentally injuring themselves is minimised.

Children learn aspects of safety as they regularly practice what to in the event of a fire and through discussions with staff about how to sit correctly on chairs. Staff give clear explanations to children as to why they must stop what they are doing and the possible outcome for them, for instance, they may hurt themselves. Children's protection is further assured because staff have a sound understanding of child protection issues and the steps to take to safeguard children. This is supported by the detailed child protection policy.

Children develop their independence as they move freely and safely between the different areas within the premises because the staff organise the space well. They have access to a generally good range of quality toys and equipment that are suitable for their age while providing them with appropriate challenges. Staff follow appropriate health and safety procedures so that the resources are maintained well and children remain safe. Children have a lot of fun as they self-select toys that appeal to them and often encourage others to join in with them. They relax in comfort with their friends because the chairs, tables and comfy floor cushions are suitable for the range of children who attend.

Helping children achieve well and enjoy what they do

The provision is good.

Children are clearly relaxed and at ease in the setting, promoting their personal, social and emotional development. They eagerly enter their base room, which is very welcoming because staff have set out a variety of toys and activities. Children are happy see their friends to relax after school, engage in creative play and chat about what they are doing. They are confident to ask questions and to request additional resources. Children are secure to voice their opinions on how they perceive the activities can be improved, such as needlework. Staff take note of these and discuss the possibility of addressing this in the future. This enhances children's self-esteem and confidence to make their needs known to the adults. Children have a good understanding of how to behave and keep themselves healthy and safe.

Children have a very positive relationship with staff who spend time talking, listening and playing with the children. Staff value the children's opinions, for instance, they ensure there is democratic vote with regards to the film they watch and other

activities provided. Children are keen to engage staff in their play, such as turning the rope for skipping games and making smiley face cards to take home, which they talk excitedly about.

Children have a good time in the setting because they are involved in a range of purposeful and fun, play opportunities, which actively engage their interests. This is supported by the planning systems implemented by staff, who effectively use information from the children and their parents to plan activities. Children are motivated as they eagerly participate in a wide range of creative activities, such as glass painting and as they make flowers with tissue paper and lollipop sticks. They celebrate a broad range of festivals and different lifestyles. They relish doing jigsaws and designing patterns with hammer beads that reinforces their mathematical thinking. Children talk fondly about their family, friends and what they do at the weekend. Children have a good sense of belonging and are proud of their achievements, which they eagerly share with others. This promotes children's self-esteem and further enhances their out of school experiences.

Helping children make a positive contribution

The provision is satisfactory.

Children's needs are met well because warm and friendly relationships have been established between the staff and parents. Parents are warmly greeted as they come into the setting and engage in easy conversation with staff about their children's activities and interests. This reassures parents that children's interests come first and contributes to the quality of care offered. Parents are provided with basic information about the setting as part of the enrolment procedures. They are informed about forthcoming activities through newsletters and a detailed notice board. Parents comment very positively about their children's care, safety, out of school activities and the meaningful relationships they have with staff. However, parents are not familiar with the procedures should they wish to report a concern to the regulator.

Children are happy, relaxed and confident in the setting because they are familiar with the building as they attend the school. Their creative work is celebrated because children display their paintings on the walls, promoting a welcoming environment for themselves and their parents. Staff have a good understanding of children's individual needs so all children are included and join in the activities. Children are very comfortable with their easy and relaxed relationships with staff, which fosters children's sense of belonging. They develop their understanding of the wider community as they play with the multi-cultural toys, celebrate a range of festivals, such as Chinese New Year and through discussion with staff about equality issues. However, there are few resources reflecting positive images of gender or disability. This means that children's understanding of different lifestyles is not fully extended.

Children behave very well, and staff's continual use of praise and encouragement helps to create a positive environment where children feel good about themselves. Staff are very polite and attentive encouraging children to express their interests and talk about what they are doing. Children are developing good social skills because staff have invited them to contribute to the club ground rules and acceptable

behaviours. This means that children have a clear understanding of what is expected of them. Children are very courteous at snack times as they spontaneously say please and thank you. They share resources well and understand the need for set times on specific activities, such as the games console. They are supportive of one another as they freely offer advice on how to reach the next level on the computer or when to jump in on skipping games. Children are confident to relax in the staff's presence, for instance, when watching the video they curled up on cushions and made themselves comfy.

Organisation

The organisation is good.

Children are cared for in a safe, comfortable and well equipped environment because the staff show willingness to ongoing development. There are policies and procedures in place that assist staff in providing an effective service for the children. Staff ensure that children are well protected because non-vetted persons are not allowed access to them. Staff records and daily documentation, such as children's attendance, accident and medication records are maintained well. They are accessible and made available for inspection. However, there are no complaints records should parents wish to report a concern.

Children benefit from the appropriate adult-child ratios and the experience of qualified staff. Staff spend time talking, listening and interacting with the children. There are effective procedures for the recruitment of adults who care for the children. Staff show much enthusiasm about improving their knowledge of child development through regular attendance on training courses, such as 'Playwork in Sport' and 'Games, Games, Games'. Regular team meetings help staff to share ideas that further contributes to the quality of care offered.

Children are cared for in a family group setting and informal key-working supports small group activities, so that children's experiences are happy and positive. They are assisted to develop their independence and create friendships as the staff plan the activities well and have organised a stimulating, fun environment. Children benefit from fresh air, structured activities and have plenty of fun as they independently pursue interests that appeal to them. Information is shared with parents regularly, which contributes to children's continuity of care.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection there were two actions raised to meet the standards and improve the quality of care offered to children. These related to organisation and safety. They have reviewed the children's daily registration procedures to include the times they are on the premises; made available staff records for inspection; and taken all the necessary steps to ensure that all the areas used by children are safe and free from hazards. This has safeguarded children and improved the quality of

care offered.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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.

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):

- make available to parents the complaints procedure
- increase the range of positive image resources that promote equal opportunities
- devise and implement complaints records in line with new guidelines.

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