



Kids United

Inspection report for early years provision

Unique Reference Number	EY268276
Inspection date	10 October 2005
Inspector	Sarah Street
Setting Address	United Reformed Church, Elgar Avenue, Surbiton, Surrey, KT5 9JR
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Registered person	Kids United
Type of inspection	Integrated
Type of care	Sessional 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?

Kids United pre-school opened in October 2003. It operates from two spacious rooms in a church hall in Surbiton, Surrey. It is close to local bus and transport links.

The pre-school is open four days a week during school term time. They are closed on Wednesdays. Sessions run from 09:15 to 11:45. On Mondays and Thursdays a lunch club runs until 13:45. Children bring a packed lunch. Children attend for a variety of sessions.

The group are registered to provide care for 26 children and there are currently 30 from 2-5 years on roll. Of these 3 receive funding for nursery education. The nursery currently supports a number of children with special needs and who speak English as an additional language.

The nursery employs 7 staff. Of these staff 3, including the manager hold appropriate early years qualifications. 1 member of staff is working towards a qualification.

The setting receives support from portage workers, the borough special needs co-ordinator, the early years childcare and development partnership and early years advisory teachers. Occasional support is obtained from speech and language therapists and school psychologist.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a well planned range of physical activities which contribute to their good health. Despite there not being a suitable outside play area children develop self confidence in their large physical skills as they participate in a range of indoor activities. Children enjoy dance, climbing and free play sessions. Here they confidently practice their balance and movement skills, competently steer wheeled toys and dig in the sand. Activities including cutting, fitting puzzle pieces and using rolling pins and cutters ensures children practice and develop their small physical skills.

Children begin to understand the importance of a healthy diet as they choose a healthy snack. Ensuring children always have access to drinking water will prevent them from becoming thirsty.

Risk of cross infection and exposure to illness is minimised. Staff remind children to wash their hands after using the toilet and before eating. The provision of hot water, liquid soap and paper towels encourage good hygiene practices. Staff are vigilant about cleaning up any spillages, for example when a child was sick staff quickly sealed off the area and cleaned up.

Accidents to children are effectively dealt with as most of the staff have current first aid training and the first aid box is available. This helps reduce the risk to children following an accident. The clear recording of accidents and sharing of the record with parents allows them to watch for any further symptoms.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises where staff identify and minimise risks. For example, staff have highlighted that the wooden floor can be slippery and remind children not to run. Children move safely and freely due to the vigilance of the staff,

for example, staff quickly noticed that a toy had broken as it fell on the floor and removed this. Staff help children to develop their understanding of keeping safe as they gave explanations to the children why the toy had to be removed.

Children play in clean premises using resources and equipment which are plentiful, safe and in very good condition.

Staff protect children from possible abuse as they have a clear understanding of child protection. Staff attend training, record any concerns and have referral procedures in place.

Helping children achieve well and enjoy what they do

The provision is good.

Happy children enter the setting and quickly choose what to play with. Interesting toys and activities help the children to settle and concentrate. Staff and children have good relationships. Staff are very aware and supportive of newer or less confident children who need additional support. They successfully incorporate the Birth to Three Matters framework into their planning. This ensures children participate in stimulating activities which encourage them to develop. Staff are aware that young children do not concentrate for long periods and successfully manage group times. For example, children all come together for snack and story time. Staff serve the fruit and read a story while the children are eating. This results in the children not having to sit for too long and helps them listen to the story.

Nursery Education

The quality of teaching and learning are good. Children progress well, supported by staffs experience, confidence and knowledge of the Foundation Stage. Detailed plans cover the areas of learning and demonstrate staff's understanding of curriculum guidance. Staff are adept at linking planning across the activities. For example, during story time they talked about shapes, creative activities were shape related and during singing children confidently drew shapes with their fingers and sang about the shape. Providing children with more opportunities to practice mark making and writing and to operate simple equipment will further enhance the plans. Staff effectively use written observations to evaluate and record what the children can do. Staff use this to highlight areas they need to develop and to plan for the children's next stage of learning.

Children make good progress in all areas of learning. They show a sense of belonging as they greet each other, discuss feelings at story time and play well together. Children do not always have enough opportunities to develop their independence as staff prepare snacks and children can only play with the toys which staff have put out. Regular and interesting conversations take place with staff using words and sign language to communicate. Children are able to use language to negotiate. When asked if she wanted to do a puzzle with an adult a child replied 'do this one first and yours afterwards, we can do them together'. Staff use open ended questions to challenge children's thinking. For example, a child was pushing a wheelbarrow and a member of staff asked "what are you doing to make it move?".

Children have regular opportunities to link sounds to letters and can recognise their name. Children listen intently to stories, joining in enthusiastically with favourite parts. They handle books with great care and often choose to look at books and ask staff to read them. This helps children to understand that books provide pleasure and that print carries meaning. Children are confident when working with shapes which they name, sort, match and discuss size. Children correctly use mathematical language such as smaller and too big. Children learn about cultures different to their own during the celebration of festivals. They explore the natural environment and lifecycles. Children confidently design and construct during creative activities and construction play. Children are confident when working with colours which they are able to name. They enjoy creative activities including sticking, painting and playdough. Children use their imagination during dance as they use one arm to indicate an elephant's trunk and both arms to be a fairy or butterfly. Children explore the sounds and rhythms of music as they sing and use the instruments.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and included in the setting because staff value and respect their individuality. Excellent support for children with special needs ensures children can fully participate in all activities. Staff develop their knowledge of these children as they attend training courses and work closely with parents, speech and language therapists and portage workers. The additional employment of staff supports children with special needs. Staff have attended sign language training and use this effectively in everyday practice. This means that everyone communicates and children begin to understand that we do not all communicate using speech. Staff are very knowledgeable about all the children and clearly know who may need additional support. For example before the session starts staff will discuss individual children and how they can best support them. Books, resources and the celebration of festivals give children positive images of society. Children have access to all the toys which they play with in a non judgemental way.

Children's behaviour is very good. Staff have high expectations and are positive role models who regularly praise good behaviour. Children often remember to say "please" and "thank you" and staff gently prompt if they forget. Staff use calm and effective methods to manage behaviour. For example, a child did not want to wash her hands after using playdough and before eating, rubbing them to indicate they were clean. Staff suggested they both went to wash their hands as she had also been using the playdough. This was successful. Staff keep a record of any behavioural incidents such as snatching and biting. They use these to identify any triggers for behaviour and staff discuss how they can try and prevent further incidents.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. Excellent verbal and written relationships with parents contribute to children's well being. Information about the children's home life before they start, enables staff to know a little about each child on arrival. Staff

reassure parents by phoning them if their child was very upset when they left. The accessible parent's folder gives them good quality information of the aims and objectives, policies, staff qualifications and experience and health and safety issues. Parents know who their child's key worker is which means they have a consistent person they can approach. Parents of funded children receive information about the foundation stage as they have access to the planning and receive regular newsletters. This helps parents to support their child's learning at home. For example, they are aware of the themes and can bring in items for the interest tables. Parents are aware of their child's observation and developmental records.

Organisation

The organisation is good.

Staff enhance children's care with effective organisation, for example, a daily written rota ensures staff are aware which area they have responsibility for. All staff have childcare experience, staff regularly extend their childcare knowledge as they attend training. Staff work very well as a team and are committed to providing the children with sufficient resources, for example, a staff member has made wooden shape puzzles when the setting identified that they did not have any.

All legally required documentation which contributes to children's health, safety and well being is in place. It is accessible and very neatly and clearly maintained. Staff demonstrate their understanding of the policies as they annually review these and sign to say they have read them.

Leadership and management are good. Staff are led by a manager who communicates very well with her staff and listens to their views. She ensures consistency for the children as regular staff care for them. She has clear aims and works closely with her staff to implement these. Staff are included in the planning of activities, recording of observations and attend staff meetings. This helps them to feel valued. Clear recruitment and induction procedures exist. Seeking further information about staff's health before they commence working will further enhance these procedures and demonstrate their medical suitability.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the previous inspection the water temperature has been regulated which means the radiators do not become too hot. Staff have reviewed the child protection statement and now have clear procedures to follow if an allegation is made against a staff member. Staff inform parents about their child's progress as they ensure they have access to the plans and observations. The setting still needs to provide children with more opportunities to make their own decisions about what they play with.

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):

- ensure children have access to drinking water at all times
- improve procedures for checking suitability of staff in relation to their health

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):

- include in the planning regular opportunities for children to practice mark making and writing and to operate simple equipment
- further develop children's independence at snack time and in selecting their own resources

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