



Kerswell Kids

Inspection report for early years provision

Unique Reference Number	EY336578
Inspection date	20 March 2007
Inspector	Maria Therese Conroy
Setting Address	Kerswall Hall, 123-125 Wills Crescent, Whitton, Middlesex, TW3 2JF
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Registered person	Jacqueline Mary Smith
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kerswell Kids Playgroup and Breakfast Club is managed by a voluntary management committee, made up of staff working at the group. It opened in 2006 and operates from a scout association hall in Whitton, in the London Borough of Richmond Upon Thames. A maximum of 20 children may attend the playgroup at any one time, aged from two to under five years. A maximum of 20 children aged from three to eight years may attend the breakfast club. In the playgroup there are currently 29 children on roll of whom 19 receive funding. There are currently 20 children on roll for the out of school club. Both provisions are open each weekday during term time. The breakfast club runs from 07:45 to 09:00, and the playgroup opens from 09:15 to 12:15. The setting employs eight staff, four of whom, including the manager, hold appropriate early years qualifications. Two other staff are working towards a qualification. The inspection took place during the hours that the playgroup operate.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as staff follow suitable health and hygiene procedures for example they wipe tables and surfaces prior to using for food. Children are following good hygiene practices as they wash their hands prior to eating snacks and before they participate in activities such as making sandwiches.

Children's health is promoted as most staff have attended a first aid course, there are suitable procedures in place for administration of medication and consent for emergency medical treatment. In addition a sickness procedure is available with a list of infectious diseases.

Children have opportunities to develop their physical skills as they have regular access to outdoor play. They ride bikes and scooters and enjoy joining in group games such as 'the farmers in his den'. Children are developing their fine motor skills when they complete puzzles, use scissors and paint with brushes.

Children are provided with a variety of fruit for snack time such as plums, pears and apples which promotes healthy eating. They are becoming independent as they make decisions about what they have to drink for example milk or water, which they pour into their cups. Children enjoy attending the snack bar as they sit and chat to each other as they eat their fruit.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's development is promoted as they access a varied range of suitable, safe and interesting toys and equipment. For example outdoor cars, trikes, puzzles, role play equipment, sand and water. Staff are vigilant as they check the toys and equipment regularly for their suitability.

Children are learning to keep themselves safe through planned activities for example when the road safety people visited. They enjoy dressing up for role play to enhance their understanding of safety issues when crossing roads. A written fire evacuation procedure is in place which is practiced with the children on a regular basis. Children are protected in the playgroup as all safety aspects and equipment are in place, staff carry out regular risk assessments and visual checks on a daily basis.

Children are safeguarded and protected as the staff have a clear understanding of their role and duty to protect children. Four staff have attended child protection training and there is a written procedure in place, a copy of which is given to parents when their child starts at the group. This ensures that parents are informed of the steps that will be taken if the playgroup have to make a child protection referral.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Younger children are developing their skills by listening to stories, singing songs and taking part in role play. They enjoy using their imagination, using small world figures, they put the baby to bed in the house and play with the farm yard animals. Children are becoming confident in their surroundings as they make their way in to the group and separate from their parent/carer. They enjoy playing with a wide range of stimulating activities, which helps them to make good progress in all areas of development. Staff have knowledge of the Birth to three matters frame work and use this to plan for younger children.

The quality of teaching and learning is satisfactory. Staff provide a wide range of suitable activities for children to promote learning in all areas. However there are some occasions when activities do not have the staff input they require supporting children with their learning. Generally staff ask open ended questions and give clear explanations to extend children's vocabulary and make them think. Although most of the staff have attended training on the Foundation Stage curriculum, this is not always apparent. For example when staff observe children they are not evaluating what they see, therefore this information does not always identify children's next steps for learning.

Children have opportunities to use natural play materials; they bath the babies in the water and participate in woodwork, at the workshop. They are using their imagination to create as they use a variety of brushes and rollers to paint pictures. They enjoy getting their hands messy as they mix paints together and print their creation on paper. Children go on local outings to the bus station and the library to learn about their local environment.

Children are skilled at building the marble run; they are developing mathematical language as they talk about it being taller than they are. They attentively listen to stories about babies as a number of them have recently had a new brother or sister. They enjoy participating in musical games for example 'the farmers in his den' and listen to music, joining in with the actions as they pretend to play the piano.

Children are encouraged to build their confidence in mathematics as they count the number of children sitting on the mat and learn about shapes when they make triangular sandwiches. Children are becoming independent as they put their coats on for outdoor play; they enjoy pouring their own drinks at snack time and put on aprons when they take part in messy activities.

Helping children make a positive contribution

The provision is satisfactory.

Children are beginning to learn about their own culture and that of others, for example through planned activities they acknowledge and celebrate a range of festivals such as Grandmaa Martas Day, Hanukkah and Christmas. Staff obtain key words in relevant languages to support children who do not speak English as their first language, which helps them feel secure. Children who have specific needs are supported by staff who work with individual parents to meet those needs and promote children's learning. Children's spiritual, social, moral and cultural development is being fostered.

Children's behaviour is generally good. Staff promote positive behaviour as they praise children when they have done well. For example children are encouraged to help to tidy up, as a reward they receive a sticker for their chart. They generally play well together, share and take turns. For example they clearly understand that each child has a set time on the computer, a timer rings so they know when it is the next child's turn. There are occasions when children do not listen to staff, who do not follow this through, therefore children are not always learning right from wrong. In addition parents are not always told of incidents relating to behaviour; therefore they are not kept fully informed.

The partnership with parents and carers is satisfactory. Children benefit from the warm welcome that parents receive. Parents are given good information about the Foundation Stage curriculum activities and their children's progress through open days. There is a range of relevant information on the parents' notice board which keeps parents informed of most aspects of the service. For those parents who do not speak English as their first language, notices are put up in their mother tongue, to ensure they are kept informed of important information. Parents are very happy with the playgroup and they comment on how well the group is run and how they are kept up to date with information through a number of ways including informal chats and detailed newsletters.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The manager has recently begun to undertake monitoring of the setting; however this has not been fully implemented as yet. There are thorough procedures in place to ensure that the staff who work with the children are suitable to do so. In addition staff receive a detailed induction when they start working in the setting and are given clear roles and responsibilities so they know exactly what duties they have on each particular day.

Documentation is well organised, there are policies and procedures in place for most practices, all of which are shared with parents who are given hard copies when they start. Most of the required documentation is in place and fully up to date however, attendance records do not contain children's hours of attendance, which is a breach of regulation.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there has been one complaint made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. A complaint was received in November 2006 about a child having nothing to do, not being welcomed into the setting, a child was given a Hoover, and children were left unsupervised. The complaint was in relation to National Standard 3, National Standard 6 and National Standard 11. An unannounced visit

was carried out and an action was identified. The provider responded and Ofsted are satisfied with the response given. The provider remains qualified for registration.

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 that children's behaviour is challenged and managed consistently and they learn what is right and wrong
- ensure that the attendance register shows the hours of attendance on a daily basis.
- ensure that parents are fully informed of issues relating to behaviour management.

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):

- monitor and evaluate staff practice to identify weaknesses and strengths.
- evaluate the type of activities provided and the deployment of staff to access the quality of what is being taught
- improve staff's knowledge and understanding of the Foundation Stage curriculum

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk