

Kid Co Limited

Inspection report for early years provision

Unique Reference Number	113559
Inspection date	21 February 2008
Inspector	Joanne Lindsey Caswell
Setting Address	Inger Cottage, Balcombe Road, Horley, Surrey, RH6 9SW
Telephone number	01293 775107
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Registered person	Kid Co Day Nursery
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 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?

Kid Co Limited has been registered since 1995. It is a privately-owned setting which offers full day care and out of school care for children aged up to 13 years. The setting operates from a large converted detached house in Horley, Surrey. Children are cared for in different age groups. Toilets, hand washing areas and nappy change facilities are easily accessible. There is a large enclosed outside area. The setting serves the surrounding area. A maximum of 113 children may attend at any one time. A school drop off and collection service is available to a number of schools in the local area. The setting is open, from Monday to Friday, throughout the year, from 07:00 to 19:00.

There are currently 228 children, aged from four months to 11 years, on roll. Of these, 47 children receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of 38 staff work with the children. Of these, 18 staff hold recognised early years qualifications. A further two staff are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The nursery is very clean and well-maintained. Staff implement effective cleaning routines to ensure that all areas remain hygienic and promote children's good health. Nursery rooms are seen to be exceptionally clean. During nappy change routines, staff are vigilant in preventing cross-infection and appropriate sterilising methods ensure that all toys and resources are cleaned regularly. Most potty training routines are generally effective in promoting children's health and hygiene needs. Older children develop a clear understanding of the importance of hand washing routines and begin to implement these routines independently.

The nursery has extensive outside play areas enabling children to benefit from fresh air and exercise. Provision is particularly good for the Big Kids (out of school provision), enabling children to enjoy active, physical games in an exciting, woodland area. There is exciting provision for children to build dens, climb up to tree-houses and use a wide range of apparatus. However, the outside area is currently not used to its full potential by the younger children. Swimming activities are also available for the older children in the nursery's enclosed outside pool. Younger children have access to a range of physical play resources inside, enabling them to move in a variety of ways. For example, mobile babies enjoy playing on ride-on toys and developing their balance and mobility as they push buggies. Older children enjoy games enabling them to jump, climb and run around freely.

Children's health and welfare is promoted effectively. Staff maintain written records for accidents and the administration of medication and parents are advised of the outbreak of any infection. Staff have a secure understanding of each child's individual health needs and are aware of any allergies or medical needs. First aid training is offered to all staff, ensuring they have the necessary knowledge to deal with any accidents and emergencies.

The provision for food and drink is satisfactory. Two cooked meals are provided each day. This is particularly good for the older children, enabling them to benefit from a cooked meal after their day at school. However, menu planning is not always fully effective in promoting healthy eating as babies have biscuits for snacks and birthday cake and sweet options are often eaten for pudding. This gives children mixed messages about the importance of healthy eating. There are clear procedures in place to ensure that children's specific dietary needs are managed appropriately. Drinking water is available and children are offered regular drinks to ensure they remain hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is mainly promoted effectively. Staff are aware of potential hazards and take appropriate precautions. The nursery is secure and a password system is in place to ensure that children are only collected by authorised adults. Nursery rooms are spacious, although some rooms appear a little bland as there are limited opportunities for children to access toys and play materials independently. All rooms are warm and well-maintained and children are supervised at all times. The nursery garden is extensive and offers an exciting and inviting environment for children to play.

There is a very good selection of toys and play materials available, all of which is checked regularly to ensure it is safe for children's use. An effective maintenance system is in place to ensure that any faulty or broken equipment is quickly made safe.

Adequate risk assessments are in place to ensure that children are kept safe. The swimming pool has been made inaccessible to children and safety procedures are in place to manage swimming activities with the Big Kids to ensure children's safety. During the school collection and drop off service, children travel in vehicles and nursery management are aware of revised car seat legislation, ensuring they meet their responsibilities in promoting children's safety. Children and staff regularly practise an emergency evacuation, ensuring they are familiar with appropriate procedures to keep children safe. An effective routine is in place in the Baby Room to enable staff to quickly check the sleep room to ensure all babies are evacuated safely.

Older children are particularly careful and mindful of the needs of the younger children. The Big Kids show care and respect around the younger nursery children and are aware of safety issues. This ensures that all children are protected and safety is promoted at all times.

Most staff have a basic understanding of their responsibilities regarding protecting children. However, training has not been completed recently and staff's knowledge of revised safeguarding policies has not been appropriately updated. As a result, some staff are not currently fully conversant with local procedures and therefore, are not familiar with the necessary policies to implement if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled within the nursery. They form warm relationships with staff and children's individual care needs are mainly met. Staff are generally attentive towards the children and there is close interaction during feeding routines. Babies and children participate in a range of activities which are mostly developmentally-appropriate. This enables children to experiment using their senses and develop a range of skills and interests. Staff are committed to offering a busy and fun environment and there is a generally happy, if sometimes a little noisy, atmosphere evident in all rooms. Staff generally use effective strategies to encourage language development in the younger children, such as singing songs, reciting rhymes and looking at books together.

Children show interest in their surroundings and are keen to develop their independence. However, due to the layout and organisation of rooms, there are few opportunities for children to choose their own play materials and select their own resources as there are no low-level storage areas. This inhibits the opportunities for children to initiate their own play and learning.

Staff have a satisfactory understanding of children's development. However, the planning and assessment records do not fully evaluate children's personal learning and development. As a result, the observations staff regularly make on children's progress are not sufficiently evaluated in order to inform future learning and development.

The provision for the Big Kids is a real strength of the setting. There is a really fun, busy and positive environment and children enjoy a wide range of different activities and outings. Children form close friendships with one another and there is a really united, friendly and happy atmosphere evident. Staff are committed to providing an interesting programme of activities for children during school-holidays, based on the children's own ideas and suggestions. For

example, children excitedly prepare a Talent Show to perform to the rest of the nursery children. The after school activities offer appropriate provision for children to relax and unwind after their busy day at school in a homely and fun environment.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage curriculum, although the routine is rather structured and many activities have a tendency to be adult-led. The over-reliance on the completion of worksheets to support activities inhibits the opportunity for child-initiated, independent learning. Although staff regularly assess children's development and make evaluations on activities, these evaluations are not used effectively to support children's individual learning. Consequently, at present, planning records do not clearly show how activities are adapted to meet children's personal learning needs.

Staff are committed to offering a fun environment for children and there is strong provision in place to support children with learning difficulties and or/disabilities, including close liaison with external agencies and other settings. Staff know the children well and form positive relationships with them. As a result, children's behaviour is managed effectively as there is a strong emphasis on promoting positive action and giving praise.

Children develop positive attitudes towards learning. They are interested in their surroundings and are keen to learn. There is a 'helper' system in place enabling children to take on responsibility and there are some opportunities within the routine for children to develop independence. Children are polite and courteous to one another and talk happily about their friends and their favourite activities within the pre-school. Children have well-developed social skills and clearly understand the importance of sharing and taking turns in their play. As a result, some children have confidence to resolve their own differences without adult intervention.

Children communicate confidently and are keen to engage in conversation with both adults and their peers. They clearly convey their needs and mainly listen attentively during group discussion, stories and to one another. Children are keen to extend their vocabulary and use creative words. For example, during an Indian food tasting activity, children use descriptive words to define the different tastes of foods. Staff mainly promote children's language well by asking questions and extending vocabulary.

The provision for children's mathematical development is satisfactory. Children experiment with numbers and begin to add and take away in a practical format, such as by singing number rhymes. They explore the concepts of shape and colour through topic work and recent themes have included 'Number Week', including practical activities, such as making '3-coloured cakes'. Staff make good use of creative activities to encourage children's awareness of shapes, such as by identifying the different shapes of the Indian foods. During cookery activities, children count out ingredients and develop awareness of the concept of weight as they use scales.

Children develop an awareness of the wider world as they learn about different festivals and cultures and take part in practical activities, such as tasting different cultural foods. Through topic work, children learn about scientific concepts, such as colours and sounds. Children compare the textures and properties of both raw and cooked ingredients during regular cookery activities. There is some provision for children to learn about nature and environmental issues. For example, children hunt for 'mini beasts' in the nursery garden and learn about animals during a visit to the nursery by a parent with a pony and other small animals.

There is good provision to support children's physical development. A wide variety of equipment and resources enables children to move in a variety of ways and develop balance, co-ordination and spatial awareness. For example, children use wheeled toys competently and negotiate around obstacles. They have opportunities to use climbing frames, slides and push buggies. The garden includes tree-houses and role play areas providing a wide range of opportunities for different types of play. However, at present, this area is not used fully to enhance children's play and learning. Inside, children develop their manipulative skills by using writing materials and cutlery, kneading dough, using scissors, handling paintbrushes and managing chopsticks when they sample Chinese foods.

Children's art work is freely displayed around the pre-school and reflects their own work and creativity. Children experiment with a range of textures, colour and media and complete activities, such as painting, drawing, printing, threading and collage. Children use their imagination in their play and enjoy creative song sessions by dressing up as different characters and using props to recreate stories and act out songs.

Helping children make a positive contribution

The provision is satisfactory.

There is a homely atmosphere within the nursery and all children are regarded as a large family. This is particularly evident as the older children are especially kind and sensitive towards the younger children. Many children have progressed through the nursery and aspire to become a Big Kid. This reflects the children's feelings of security and their positive self-esteem. Children develop a strong sense of belonging within the nursery and can access their pegs and personal items easily. All staff are committed to treating children equally and fairly and with courtesy and respect. Through topic work, children learn to celebrate diversity and understand the needs of others. As a result, children's social, moral, spiritual and cultural development is fostered.

There is appropriate support in place for children with learning difficulties and/or disabilities and staff are committed to promoting a fully inclusive environment. All nursery rooms are accessible to adults and children with mobility or physical disabilities and staff are committed to working closely with other agencies and parents to support children.

Children behave well and respond positively to staff. Children feel good about themselves as staff give large amounts of praise and promote a positive environment. Children co-operate well and play happily together and effective strategies are used to manage any unacceptable behaviour.

The partnership with parents and carers is satisfactory. Written information is provided regarding the daily routine, activities and staff training. Staff ensure that all information relating to children's care routines and personal achievements is regularly exchanged. A basic complaints procedure is in place and written consent has been obtained for all care routines. However, further information regarding the Foundation Stage curriculum and the promotion of child-initiated, independent learning is not provided. Consequently, there is a lack of information provided for parents to support the provision of a play-based curriculum.

Organisation

The organisation is satisfactory.

There are appropriate procedures in place to ensure that all staff working with children are suitable to do so and undergo relevant vetting. All volunteers and students receive clear guidance

on their roles and responsibilities and this is clearly explained during the induction period. Most staff have a satisfactory understanding of the National Standards. However, at times, staffing ratios are not consistently adhered to. Also, staff deployment is not always fully effective, at all times of the day, to ensure that 50% of staff hold recognised qualifications in all areas of the nursery.

The organisation of the daily routine is planned around children's needs with sufficient time for activities, rest periods and meal times. Staff know the children well and form positive relationships with them. However, the practice of regularly moving staff between rooms results in many changes for children and inhibits the opportunities for children to form secure attachments with key staff.

Staff are dedicated to the children and the success of the nursery. The leadership and management of the nursery are satisfactory. The nursery proprietor takes an active interest in the nursery and is dedicated to all the children and her staff. However, due to the lack of recent updated training, some areas of nursery practice are less effective and do not reflect developments in early years practice, such as the stronger emphasis on promoting child-initiated play and independent learning. However, all staff and nursery management show an extremely dedicated approach towards embracing change and making improvements.

All appropriate documentation is in place and supports children's health and welfare. An accurate record of children's attendance is maintained, including times of arrival and departure. All documentation is stored confidentially.

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

Improvements since the last inspection

At the last Care inspection, three recommendations were raised. These related to a risk assessment for the swimming pool; documentation for the administration of medication and the organisation of activities. All these issues have been addressed. Staff have completed a thorough risk assessment for swimming activities, ensuring that children's safety is promoted at all times. Staff now keep accurate records regarding the administration of medication to ensure children's health needs are appropriately recorded and all activities are now organised to ensure that children can participate fully.

At the last Nursery Education inspection, three key issues were raised. These related to the opportunities for children to select materials and resources independently; the implementation of activities to prevent too much adult direction and the use of short term planning to identify children's intended learning outcomes and the evaluation of activities. These issues have only been partly addressed and some still remain weaknesses.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted which required the provider, or Ofsted, to take any action in order to meet the National Standards.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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 greater consideration is given in all menu planning to promoting healthy eating by planning and providing healthy, nutritious, well-balanced meals and snacks
- improve the provision for planning and assessment by ensuring all observations and planning records are clearly evaluated and reflect how children's individual learning and development is planned for and extended
- improve the general organisation of the nursery to 1) ensure staffing arrangements are consistent and provide consistency and continuity in care routines for children and 2) staffing ratios are consistently adhered to
- ensure all staff regularly update their knowledge and understanding of safeguarding children policies and procedures

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):

- improve the delivery of the Foundation Stage curriculum by reviewing the daily routine to offer children increased opportunities for child-initiated learning, both inside and outside
- improve the information provided for parents and carers regarding the Foundation Stage curriculum and the importance of child-initiated learning
- improve the training opportunities provided for staff to enable them to enhance the delivery of the Foundation Stage curriculum and review the organisation of the pre-school environment to cover all six areas of learning, both inside and outside

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