

KIND

Inspection report for early years provision

Unique Reference Number	322405
Inspection date	27 March 2008
Inspector	Elaine Murray

Setting Address	19 Back Canning Street, Liverpool, Merseyside, L8 7PB
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Registered person	KIND
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Type of inspection	Childcare
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Type of care	Full day care
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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 Need and Distress (KIND) have been open for 33 years and were registered in 1999. They are a voluntary organisation with individual charitable status, run by a management committee. Children have access to rooms within purpose-built premises in Toxteth, Liverpool. There is a fully enclosed garden which is primarily used for children's environmental studies. The centre has full disabled access and facilities.

A maximum of 50 children aged from four to eight years may attend at any one time. The centre is open term time and school holiday periods from 09.00 to 17.00 hours. The centre serves city wide schools, with different schools making use of the provision each week during term time. During school holiday times, the centre runs holiday programmes for children in the locality. The children's educational programme is planned around National Curriculum Key Stage 1 and 2. Activities focus on the environment, social skills and value development. Children attending the centre include some with learning difficulties and/or disabilities and some children who speak English as an additional language.

The centre employs nine staff. Six staff, including the manager hold relevant qualifications in childcare. The centre takes part in the Practical Quality Assurance System for small organisations run by the Charities Evaluation Services.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children show an awareness of simple hygiene procedures as they routinely wash their hands before snack and after using the toilet. Staff follow hygienic procedures as they clean surfaces and equipment, helping to protect children from the spread of germs. Most staff have up-to-date first aid qualifications, helping to meet children's needs in the event of an accident. Children's health is protected as clear procedures are in place to care for children in the event of illness, accident and emergency. Children's health and enjoyment of the outdoors is promoted as they take part in outdoor activities in the garden area. For example, children enjoy pond dipping and digging up vegetables. The outdoor garden area is not suitable for robust outdoor play, although children are able to take part in short action games led by staff. However, children do not have access to physical play equipment and staff do not make use of the ample indoor space to provide chances for children to develop physical skills.

Children's dietary needs are partly met by parents, as children who attend sessions as part of a school visit bring a packed lunch. Children attending during sessions provided solely by the centre are provided with a healthy lunch. Children learn to enjoy a healthy diet as they are provided with appropriately nutritious snacks, including fresh fruit. Children grow vegetables in the centre's garden and these are then included in meals for the children. For example, children make soup from vegetables grown in the garden which they then eat for lunch. This helps to promote their understanding of healthy eating. Drinking water is readily available for children at all times from water dispensers situated in each room, helping to promote their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in bright, well maintained accommodation which staff make attractive and welcoming.

Children's work is creatively displayed and equipment is made accessible to children. This helps to foster children's sense of security and belonging. Staff make good use of the rooms available to care for children in different age groups, and provide a separate area for children to rest. The range of equipment is suitable for different ages and abilities, meeting children's needs. A good range is provided for specific purposes. For example, children are given equipment which enables them to see clearly underwater for pond dipping.

Staff take effective measures to ensure children's safety indoors and outdoors. Risk assessments identify potential hazards and action is taken to minimise the risk to children. Staff make a daily safety check of the premises and outdoor area which is recorded. Each group of children attending the setting are made aware of the fire evacuation procedure as part of an induction talk.

Children are well protected as staff have a good knowledge of the signs and symptoms of child abuse and are familiar with the procedures to be followed. All staff have attended recent training in this area to update their knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

Children are welcomed and are happy at the setting. Staff establish positive, warm relationships with children, helping them to feel settled and secure. Staff interact well with children to sustain their interest, ensuring that they are occupied and involved. Activities are science based and are thoroughly planned, taking into account children's different ages and abilities. Staff take care to present activities in an interesting way and provide children with many practical and worthwhile experiences. As a result children are interested and motivated in their play. Children enjoy making puppets, pond dipping and planting seeds. They show interest and enthusiasm as they discuss which things are living, and what they may find when pond dipping. Staff question effectively to encourage them to think and extend their learning. For example, children are asked to describe the expressions on the bug faces they have made. Staff make use of assessment information provided by children's school teachers when planning and adapting activities to meet individual needs. This means that plans are based on staff's knowledge of children's capabilities and learning is developed well.

Helping children make a positive contribution

The provision is satisfactory.

All children are included in the activities provided and have equal access to resources to make their own choices. They contribute to the life of the setting as they help to make soup and sandwiches for lunch. They learn to develop a caring and responsible attitude as they learn about recycling and how to treat pond life carefully. Children behave very well due to staff's clear expectation and positive approach. Children are gently reminded about behaviour rules. They are praised for their efforts and achievements. Children are learning to share resources and take turns to show what they have made to the rest of the group. Staff act as good role models, showing respect and consideration for children and each other.

Staff establish positive relationships with parents. For the school holiday programmes, staff provide helpful information to parents about planned activities. Information is provided to schools about the term time programmes. Staff request information about children before a child attends the setting and obtain relevant parental permissions. This information is effectively used to help meet children's needs. Staff provide information about the day's activities on a notice board for parents to read as they collect their children. Information about children's progress is shared informally through talks at the end of the session. Children attending during term time have a folder of work to take home to show to parents. This communication helps to promote children's welfare, care and learning.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Staff are deployed effectively to meet ratios and support children's well-being and development. Good use is made of volunteers to assist children's learning, and to undertake tasks, such as snack preparation to allow staff more time to interact with the children. This means that children receive a good level of attention and their needs are effectively met. There are clear written procedures in place for the appointment of staff, which ensure that the required checks are carried out. There are clear guidelines for staff regarding conduct and suitability, helping to ensure that children are cared for by suitable persons. Most staff hold relevant qualifications in childcare. This has a positive

effect on the quality of care and children's learning. Staff use records effectively to support the care of children and comply with regulations. Policies and procedures are effectively in place and contribute to positive outcomes for children.

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 the setting was required to take steps to improve the staff appraisal programme. This recommendation has been met with positive effect on children's welfare, safety and learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that 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

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):

- ensure that children have more regular opportunities to develop physical skills and enjoyment of exercise.

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