

Kids United

Inspection report for early years provision

Unique reference number EY268276
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Inspector Carol Newman

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Kids United Playgroup opened in October 2003 and is committee run. 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, from 09:15 to 11:45, during school term times. The setting is closed on Wednesdays. A lunch club runs until 13:15 on Mondays and Fridays and children bring a packed lunch. Children attend for a variety of sessions.

The group is registered to provide care for 26 children aged from two years to the end of the early years age range and there are currently 32 children aged from two to four years on roll. The pre-school currently supports a number of children who speak English as an additional language.

The nursery employs seven staff. Of these, five including the manager hold appropriate early years qualifications and two members of staff are working towards qualifications.

The setting receives support from the early years childcare development advisors and early years advisory teachers. There are no accessibility issues.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff recognise the uniqueness of individual children and they offer a fully inclusive practice. The group has begun to use self-evaluation to continually develop the children's care and learning experiences and all children make progress. The staff team are committed practitioners who enjoy their time with the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure equal importance is given to all areas of Learning and Development and that none of the areas are delivered in isolation from the others.

To fully meet the specific requirements of the EYFS, the registered person must:

- promote the good health of all children and take necessary steps to prevent the spread of infection, particularly at snack time (Safeguarding and promoting children's welfare).

24/02/2009

The leadership and management of the early years provision

Children benefit from a strong, well qualified staff team. All staff work very well together to provide a good overall standard of care and learning for each and every child that attends the setting. All records, policies and procedures are in place, well maintained and regularly reviewed and staff attend courses whenever they can to ensure they have the most current knowledge and skills.

Staff are just beginning to use self-evaluation to identify the strengths of the provision and any areas for improvement. The manager and staff continually discuss their practice and pay very good regard to ideas, prompted by interaction with parents, to implement activities that strengthen the home/setting partnership. For example, 'A book to go home' scheme is currently being introduced to consistently develop children's interest in stories.

Parents are welcomed into the setting and staff value their contribution. Parents are kept well informed of their children's progress and the manager makes available a wealth of information that parents may find useful. For example, articles to do with parenting skills and educational provision are displayed for information purposes. The setting encourages effective links with the wider community, other settings and external agencies. Staff are currently planning 'stay and play' sessions so that children can spend quality time with parents and their extended family.

Staff attend training to maintain a good understanding of the procedures to follow if they have concerns about a child in their care. Good records and risk assessments support children's safety as they play happily and productively.

The quality and standards of the early years provision

Children benefit from a good choice of well planned, child-led and adult-led, interesting activities. For example, children test their heart rate after exercise and they explore a range of textures such as cooked and uncooked pasta and natural and man made materials. The room is very effectively organised so that children can move freely from activity to activity and all areas of learning are included at some time during the week. However, equal importance is not always given to all areas of Learning and Development and some areas are delivered in isolation from the others, at times. For example, although good use is made of the daily routine to develop children's counting skills, number activities are not threaded throughout the planned provision and children are not always encouraged to represent their interests in a variety of media.

Staff work very well together to offer effective support to children's learning. They recognise when children will benefit from their intervention and when children will achieve the most if left to develop their own play. Observations and record keeping identify children's individual next steps and these are incorporated into the fortnightly planning. This ensures children's individual learning needs are met.

Parents are welcomed into the setting to support the children's activities. They are invited to regularly speak to staff about their children's progress and parents know they can make appointments at any time. Regular coffee mornings provide the opportunity for parents to find out about any day-to-day issues or developments planned by the staff.

Regular risk assessments ensure children's safety indoors and on outings. Outings are well planned. Parents are invited to complete a questionnaire to identify what works well and any procedures that can be implemented to improve the children's safety. Children learn to behave appropriately in the setting and this contributes to their well-being. They play happily together and alongside their peers and they share resources well.

Children learn about healthy foods in their topic work and snacks consist of a range of healthy fruits and drinks of water. However, children do not wash their hands before snack time and it is eaten on the mat in the book area. This does not promote the good health of the children or teach them about healthy practices. Children celebrate the cultures represented in the setting, for example, Chinese New Year. Any dietary requirements are recorded to ensure children's individual differences are acknowledged and respected. All children are welcomed into the setting. Staff liaise effectively with outside agencies to ensure children's individual needs are suitably met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.