

# Kids Allowed Birkin Centre

Inspection report for early years provision

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**Unique reference number** EY365756  
**Inspection date** 05/05/2009  
**Inspector** Jane Shaw / Susan Patricia Birkenhead

**Setting address** Kids Allowed, Mobberley Road, Knutsford, Cheshire, WA16 8PR  
**Telephone number** 0161 4346555  
**Email** info@kidsallowed.com  
**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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Kids Allowed Birkin Centre is one of five provisions run by Kids Allowed. It opened in 2008 and operates from a purpose-built building consisting currently of a total of six base rooms along with additional rooms, including a music room, heuristic playroom, sensory room, indoor playroom and gym. The pre-school base room and some of the additional rooms are located on the first floor which is accessed via stairs or lift. Children have access to individual enclosed outdoor play areas, including a rooftop play area for pre-school children. The nursery is situated in Knutsford, Cheshire. It is open each weekday from 08.00 to 18.00 all year round with the exception of Bank Holidays.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 209 children may attend the nursery at any one time. There are currently 104 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are 23 members of staff who work directly with the children, plus two administrators and a chef. Fifteen members of staff hold appropriate early years qualifications to at least National Vocational Qualification level 2. One member of staff has recently achieved Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

The setting is a member of the National Day Nursery Association.

## Overall effectiveness of the early years provision

The overall effectiveness of the setting is outstanding. The committed and enthusiastic staff team provide high standards of care to children and recognise their uniqueness when meeting their needs. In addition children receive excellent opportunities and experiences which lead to them make excellent progress in their learning and development. All children have equal access to all opportunities and experiences and as a result no individual child is disadvantaged. Excellent partnerships with parents and carers are in place, and staff are working extremely hard to promote partnerships with other professionals. Self-evaluation and planning for continuous improvement are highly effective.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure evidence of risk assessments in relation to swimming is on site at all times.

## **The leadership and management of the early years provision**

Strong leadership and management is a key feature of this setting. Staff feel valued, supported and included, and as a result show genuine commitment to their professional growth and ultimately the nurturing and development of the children in their care. As a result, children's care, learning, and development are significantly enhanced by a highly motivated staff team. Staff have access to both internal and external training opportunities to enhance their existing skills and knowledge, and regular unit team and full staff meetings ensure that staff continue to be well motivated. These arrangements significantly enhance and extend children's development and progress. All records, documents, policies and procedures are well maintained, regularly reviewed and updated where applicable. Robust recruitment, induction and appraisal systems ensure the ongoing suitability of staff.

Children are effectively safeguarded because staff have a clear knowledge of the indicators of abuse and the procedures to follow in the event of any concerns. All staff have recently completed in-house training in safeguarding. Detailed risk assessments are in place for the premises, equipment and outings, eliminating any potential risks to children. A full risk assessment has been completed by management for pre-school children to take part in swimming; however, a copy of this was not available on site at the time of the inspection, but is retained at the company's central office. Effective procedures for keeping children safe include regular emergency evacuation practices, the use of emergency bags and evacuation cot, which are easily accessible for use in the event of a fire. A recent visit from the fire brigade was thoroughly enjoyed by the children. Children also learn to keep themselves safe through discussion about using tools and equipment safely.

The nursery manager and deputy are both supernumerary and therefore take a very active role in monitoring and evaluating the provision on a regular basis throughout the day. The registered individual is also on hand to give extra support and encouragement to both staff and children. The full management team, EYP and staff team as a whole have had input to the setting's self-evaluation system. Each unit team has a copy which they can refer to at anytime, which means they have high aspirations for quality which is evident through ongoing improvement.

Highly effective partnerships with parents and carers are in place and contribute significantly to their child's learning and development. They receive questionnaires regarding the service provided, and are invited onto a parents' forum to discuss the setting and improvements. The regular organisation of parent evenings and sharing information with parents and carers about the Early Years Foundation Stage (EYFS) provides opportunities to discuss the framework and the children's progress. A wealth of information is available for parents and carers, including a prospectus, newsletters, information regarding other childcare initiatives, extra curricula activities and children's groups offered within the premises. Staff obtain information from parents and carers regarding their child's likes, dislikes, preferences and routines as well as their abilities in order to plan for their

individual needs. Staff are working hard to develop links with all the other settings children attend through the information sharing books. These arrangements ensure that everyone is working together to promote children's welfare, learning, and development to a high standard.

## **The quality and standards of the early years provision**

The organisation of the high quality resources, environment, daily routine and the effective deployment of staff ensures that children benefit from a superb range of experiences during their time at the nursery. Effective team-working and committed staff who have a clear understanding of the EYFS support the children's learning, development and enjoyment. Staff are confident in enabling children to make informed choices about their activities and plan activities based on children's interests and achievements. Older children are encouraged to participate in planning, and their suggestions are recorded and on display. Staff undertake regular spontaneous and focussed observations throughout the day, which reflect the children's progress and achievements. Parents and carers contribute to developmental records by recording observations of their child's development at home.

Children are developing skills of independence from a young age, for example, they put on and take off Wellingtons before and after outdoor play as well as learning to feed themselves. Older children are extremely independent making choices about activities, whether to play indoors or outside, times to have their snack, as well as filling the water play tray at the start of the day. Children's behaviour across the nursery is excellent; they show care and consideration for one another. Children's language and communication skills are developing very well throughout the nursery. Babies babble excitedly to staff interaction during bubble play. They make sounds and gestures exploring their play with delight. Toddlers talk about places they have been and during play in the home corner respond to staff questions about how to make pancakes. Pre-school children have discussions and conversation with one another at the snack table. All children have access to books and know how they work; pre-school children read stories to one another. All children have opportunities to make marks indoors and outside using a range of resources, such as the sand and shaped implements, chalks and crayons, therefore contributing to the development of early writing skills.

Staff encourage young children to develop an effective understanding of size as they talk about building big and little towers and compare the size of the plants they grow from seed. Older children use different sized containers and implements to fill buckets in the sand tray, skilfully estimating how many more spadefuls they might need and that they will need many more if they use a teaspoon. Children competently use a computer keyboard and mouse to complete games and various tasks and the pre-school children are experienced in using the interactive whiteboard. In addition, younger children have access to a variety of interactive resources. As a result, children develop a good understanding of technology from a young age. Activities and resources promote children's understanding of diversity. Physical development is extremely well promoted throughout the nursery. Each group room is assigned an outdoor play area, well equipped for children's various

ages and stages of development. They ride tricycles, use scooters and climb, and older children can build on a big scale using a variety of equipment and splash in puddles protected by the all weather suits they wear. The extremely well-resourced indoor gym complements the development of children's physical skills when outdoor play is not possible. Staff celebrate and support the babies in the development of their walking skills and the good quality furniture allows them to pull themselves to standing. Children are introduced to a wide variety of craft activities and opportunities using many different techniques and media to explore their creativity. All children have access to alternative space as they visit the impressive well-equipped sensory room, heuristic play and music rooms. A wealth of high quality resources enables them to practise and consolidate skills and staff skilfully interact to present further challenges.

Staff work closely together with parents, carers and other professionals to ensure that children's health and medical needs are well catered for. Children are provided with healthy snacks and drinking water is consistently available. They learn about the importance of a healthy lifestyle through discussions with staff and planned activities. This is reinforced by posters showing healthy foods and reminding children to drink plenty of water. High regard is given to the children's safety within the nursery and on outings. For example, the closed-circuit television cameras and the fingerprint entrance system ensure their security. Staff talk to children about possible risks and allow them to develop skills to help them keep themselves safe.

## 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

|                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 1 |
| How well does the provision promote inclusive practice?                                                     | 1 |
| The capacity of the provision to maintain continuous improvement.                                           | 1 |

### Leadership and management

|                                                                                                   |   |
|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?                                                                | 1 |

### Quality and standards

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 1 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 1 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met