

# Kidz Kabin Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY384819
<b>Inspection date</b>	19/03/2009
<b>Inspector</b>	Sandra Daniels

<b>Setting address</b>	Ivy Cottage, Bournebridge Lane, Stapleford Abbots, ROMFORD, RM4 1LU
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<b>Type of setting</b>	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).

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**

Kidz Kabin Pre-School opened in 2008 and operates from a building consisting of a room, lobby and toilet facilities. It is situated at the rear of the owner's home with its own car park and large outside play area in Stapleford Abbott's. A maximum of 18 children may attend the pre school at any one time and there are currently 14 children on roll with a further six to start shortly, attending a variety of sessions. There are effective systems in place for caring for children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre-school is open each weekday from 09.30 to 13.00 throughout the year, excluding Bank holidays. All children share access to a secure enclosed outdoor play area and also have the use of the extensive grounds in which the pre-school sits. The pre-school employs four members of staff, all of whom hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. All children in the setting are supported and understood as individuals which ensures that all welfare and learning needs are promoted very well. Children have access to a well managed play environment which is both safe and secure. It offers enjoyable and worthwhile learning opportunities. The setting has good partnerships with parents which helps to ensure that all children make good progress given their age, ability and starting points. The setting successfully includes all children and families and is committed to maintaining continuous improvement.

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

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

- develop further the systems in place for monitoring children's progress and achievements to clearly identify children's next steps in learning and to involve parents and carers
- develop further the self-evaluation process to support continuous improvement.

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

The manager and her team are beginning to evaluate their provision and to identify areas of strength and areas for development. However, systems are not yet fully effective in supporting continuous improvement. An open mind to advice and shared experiences from other professionals ensures they can learn from others. Good relationships with local schools and pre-schools enable skills, knowledge and expertise to be shared. Practitioners are well qualified, highly experienced and use their knowledge and skills successfully to improve outcomes

for children.

Excellent relationships develop with parents because the manager and her staff provide a thoughtful adaptable service to the children and their parents. This helps to create a friendly and welcoming environment where children feel secure and parents are confident. Parents speak extremely positively of the service offered, they feel they receive meaningful appropriate information about their children and they know that staff will always be prepared to help them.

Children are safeguarded well due to the manager and her staff's clear awareness of the signs and symptoms of child abuse and the action they would take if they were concerned. A clear policy supports their practice and includes the procedure to be followed in the event of an allegation being made against a member of staff. All required policies and procedures are in place and work effectively in practise to ensure children's learning and welfare needs are met at all times.

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

The indoor area is bright, colourful and well organised and resourced so that children can move around easily and access resources. The adjacent outdoor areas are also extremely well resourced with a range of static equipment for the children to climb, explore and develop their spatial awareness and physical skills. Children often choose to be in the outdoor area and because there is a covered area, they are able to do this so that it can be used for play and learning in all areas of the curriculum during bad weather. There is a very good focus on developing children's social skills such as listening to others and playing co-operatively and kindly with other children. Relationships are excellent. In terms of children's language development, staff interact very well with children by talking to them and encouraging them, particularly on a one-to-one basis. Children are encouraged to answer questions with more than one word answers and consequently learn to speak confidently in sentences. Children love dressing up and using their imagination, for example, pretending to be 'super heroes' and going to rescue their friends.

Good weekly planning has an overall theme related to all areas of learning, for example, the weather, which is designed to develop children's knowledge and understanding of the world, but also encompasses all other areas of learning. Because of this, learning is meaningful for the children and their interests are also well catered for. Children enjoyed predicting what would happen to the snow if they brought it inside. On a foggy day outside, children made binoculars and tried to see a member of staff who was standing on the other side of the field. Key workers plan sufficient challenge for the children. Assessments of children's progress and achievements are in place, although they do not clearly identify children's next steps and sufficiently involve parents and carers in the process.

Children have their own name cards so that they have good regular opportunities to recognise how their name is spelt. They are given good encouragement to become independent, for example, by self-registering when they arrive at the pre-school. Staff provide good support for children who are beginning to learn letters

and sounds by encouraging children to say the sounds and supporting them with letter cards.

Children play their part well in the smooth running of the setting by behaving well and by being helpful, for example, by feeding the fish. Overall, children are developing the necessary skills to become successful learners.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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](http://www.ofsted.gov.uk)

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

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

Met

## **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 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.