

Kiddies World

Inspection report for early years provision

Unique reference number EY385140
Inspection date 03/07/2009
Inspector Patricia Webb

Setting address Alexandra Road, Tipton, West Midlands, DY4 7NR

Telephone number 01215571217

Email

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

Kiddies World (Alexandra) has been registered under the current private ownership since 2008. It has been operating for nine years. It operates from a suite of rooms in the Adult Learning College on the Alexandra School Campus in Tipton, West Midlands. The main setting is easily accessible. Two demountable buildings sited in the fully enclosed outdoor play area are also used for office space and a baby unit with steps up to access. The nursery is open each weekday from 07.00 to 18.00, throughout the year.

The nursery is registered on the Early Years Register. A maximum of 31 children may attend the nursery at any one time. There are currently 46 children on roll from birth to under five years, some in part-time places. Older children may also attend the before and after school provision. This is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery has systems in place to support children with English as an additional language and children with learning difficulties and/or disabilities.

There are currently 10 members of staff, all of whom hold appropriate early years qualifications. The manager is supernumerary. The setting is a member of the National Day Nurseries Association (NDNA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are making steady progress in their development and learning through the Early Years Foundation Stage as staff have a secure understanding of the framework and how children achieve through play and experiences in their everyday routines. Sufficient attention is given to identifying the needs of all children to secure their inclusion in the provision. Systems relating to the learning and development are being implemented, with staff aware of reviewing some aspects of this to bring about further improvement. Information is shared with parents and carers although evaluation systems are not yet sufficiently effective in ensuring that operational procedures are fully known and understood by all parents and carers.

What steps need to be taken to improve provision further?

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

- develop the planning to clearly demonstrate the learning objectives and how challenge and support for individual children is delivered
- develop a range of strategies for involving parents and carers more actively in their children's learning and development
- improve the processes for informing parents and carers of the operation of the setting in order to keep them fully informed of matters affecting the children's welfare and development
- establish systems to monitor and evaluate the provision in order to effectively

identify and prioritise areas for improvement.

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

- ensure that the premises are clean and well-maintained (Suitable premises, environment and equipment).

03/09/2009

The leadership and management of the early years provision

The staff team is enthusiastic and very eager to bring about improvement since the new registration and they are working hard to refurbish the main care areas within the setting. However, the lack of an effective action plan coupled with no formal system for evaluating the quality of the provision results in some work within the premises not being effectively prioritised. For example, staff are painting and decorating each care base to enhance the environment for the children but have not yet addressed issues such as the grubby and stained carpets and a missing toilet seat, potentially hindering children's overall enjoyment of their environment. The kitchen is currently being refitted in order to meet with environmental health requirements.

Policies and procedures have been reviewed and updated and contain detailed relevant information about the operation of the setting. However, not all parents and carers are fully aware of the recent change of ownership or the accessibility to children's records detailing their achievement and progress. As a result, the active involvement of parents in their child's development and learning is limited. Other documentation is clearly collated and the procedures for attending to accidents and the administration of medication are highly effective in promoting children's welfare and well-being.

Children are fully safeguarded because staff have a sound knowledge and understanding of child protection issues. They are confident in these procedures and have a shared commitment to acting in the best interests of children at all times. Risk assessments are conducted with clear tracking of by whom and when they were carried out, in order to further promote children's safety and welfare.

The quality and standards of the early years provision

Children are broadly content and settled in the nursery. They form firm relationships with the adults and many forge firm friendships with their peers, seeking friends out to go exploring in the garden, for instance. Siblings are able to have contact with each other developing the family connections. Children also enjoy a close social time when having their meals and snacks. Babies in high chairs are fully included in the organisation as they giggle and laugh, enjoying their meals. They are supported by staff who engage in conversation as they feed and support the children in developing their self-help skills. Older children develop their independence as they prepare their snacks and their tea for themselves, making

sandwiches and peeling whole fruit with ease. Suitable discussion takes place to demonstrate that children are aware of eating healthy and nutritious foods as they know that milk helps to build strong bones and teeth. All specific dietary needs are recorded and adhered to. They also understand the effect that exercise and running around has on their bodies and they help themselves to their individual drinking bottles freely. Some older children are also encouraged to write their own name labels for the bottle and stick it on, fostering a sense of achievement and pride in their abilities.

In-depth discussion takes place throughout the day as children recall the previous day's trip to a theme park. They recall their favourite rides and talk avidly about how 'scared' they were on the dragon roller coaster and how they enjoyed the journey on the coach. Some older children also draw and paint pictures to illustrate their experiences. They take great pride in pointing out the three large canvasses hung in the hallway which they have all contributed to. The pictures have been created using a variety of media such as paint, glitter, sand and various collage items to create a wholly child-made display that is shared with all visitors to the setting. Out in the garden, the children explore and investigate their environment. Magnifying glasses are sought out from the playroom to examine the worms and wood lice found under the plant tub and older children describe the friendly robin who visits the bird feeder daily. Babies and young toddlers also enjoy the outdoor space regularly as suitable equipment is used to enable even non-ambulant babies to stand upright and play with assorted equipment, dabble in the sand play and work the various shape sorters, supported by their key person, developing a sense of security and trust.

The manager and the staff team work effectively together to support and promote children's welfare and development. In their eagerness to make significant improvement, they have not yet fully formulated systems for prioritising work and the owner currently has limited hands-on involvement in this. Staff are endeavouring to review and adapt the systems for observation and assessment in order to inform future planning, although some records do not clearly indicate the learning objectives for individual children, hindering how extension, challenge and additional support can be planned for. The attractive photographic records of children's progress are shared with the older children and some parents, although not all parents and carers are aware of being able to access these or how they can contribute to their children's attainment.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

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

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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