

Kindergarten kids Ltd

Inspection report for early years provision

Unique reference number EY313721
Inspection date 21/04/2009
Inspector Karen Scott

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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 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

Kindergarten Kids is one of five settings run by Kindergarten Kids Limited. It opened in 2002 and operates from four rooms in a purpose-designed building, consisting of a baby unit, a pre-school and an out-of-school club, the pre-school room being upstairs. Children have access to two enclosed outdoor play areas. The setting is situated in a residential area of Whitstable close to shops, schools, parks and the beach. It is open each weekday from 07.30 to 18.30 all year round.

The setting is registered to care for a maximum of 48 children under eight years at any one time, of whom no more than 36 may be in the early years age range. There are currently 55 children aged from birth to under five years on roll, some in part-time places. The setting also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

There are 13 members of staff working with the children, nine of whom hold appropriate early years qualifications to at least NVQ Level 2. Seven are currently undertaking further training. The setting provides funded early education for three- and four-year-olds. The nursery has pet snails.

The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Activities are planned around children's interests and staff work with parents, carers and other agencies to ensure that children's individual needs are met in an environment where they are encouraged to be independent learners and make choices. Staff work together to evaluate the care and learning opportunities that they offer to children and have an honest view of their strengths and areas for improvement. There are continuous plans in place to make improvements to the setting and these are reviewed regularly. As a consequence there has been much improvement benefiting the children and their families.

What steps need to be taken to improve provision further?

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

- ensure that children are protected from the sun at all times in order to safeguard them from the sun's rays
- continue to take positive action to make improvements to the cleanliness of the setting, in particular the carpet in the baby room.

The leadership and management of the early years provision

The manager of the setting leads by example believing that play should be child-led and centred around children's interests and that children make progress at activities that they enjoy participating in. A thorough induction process helps staff to understand their roles and to meet children's needs. Staff keep themselves well informed of current childcare practices by attending relevant courses, liaising with other settings and through reading, sharing information with each other and using what is learnt to reflect on and enhance the care that they offer. Staff work together to evaluate the care that they offer to children and their families, taking action to make any improvements that they feel are necessary. Recommendations made at the last inspection have been acted on and plans in each room show the progression that the setting is making and the setting is continuously improving. Parents' and carers' opinions are sought too and overall they are very happy with the care their children receive. The setting involves parents in nursery life by inviting them to meetings that help them to understand what their children do at nursery. Parents and carers are invited to 'stay and play' sessions and participate in nursery life by making displays, experiencing what their children play with and contribute by bringing in items that are relevant to what their children are learning about. They are welcome to look at their children's 'Learning Journeys' whenever they wish, taking them home to read properly. Contact books enable a two-way flow of information between parents and nursery staff caring for babies and toddlers and notice boards display lots of helpful information. Staff work closely with parents and carers to meet children's individual needs and are always thinking of ways to further enhance their relationship.

The setting takes the protection of children very seriously and the manager ensures that staff undertake training and are informed as to the procedures to follow should they have any concerns about a child in their care. Consequently staff show good awareness of the signs and symptoms of child abuse and the procedures to follow and share this with parents and carers. The nursery is working towards safeguarding children from harm.

The quality and standards of the early years provision

Children play in a secure environment where regular risk assessments are undertaken and any concerns acted on in order to keep children safe. Children and staff participate in regular fire drills and children are given reminders about keeping safe. Outside areas are checked for hazards before children play in them and children play outside whatever the weather as the nursery has appropriate clothing. However, during the inspection children were not fully protected from the sun as not all wore hats and sun lotion. Outings are risk assessed thoroughly and control measures put in place to limit risks. Children are reminded about safety when out of the setting and learn about road safety. Procedures are in place to keep the nursery clean and staff know their roles in this. However the carpet in the baby room is unclean in places. Children learn the importance of good personal hygiene. They know they need to wash their hands after visiting the toilet, after messy play, after blowing their noses and before eating. Children have regular exercise in the gardens and on local walks and shopping trips. This helps them to

understand the importance of regular exercises as part of a healthy lifestyle. Sleeping babies are checked on regularly and sleep on their own bedding. The setting has a very good understanding of healthy eating for young children. After much research a menu has been devised that offers children a range of healthy meals and snacks. Children are encouraged to try new foods in order to establish a healthy eating pattern and staff model healthy eating trying new foods too. Children serve themselves and pour their own drinks, promoting choice and independence. Lunch time is a social occasion with staff and children sitting together. Children show an excellent understanding of what food is good for you and why and enjoy growing their own fruit and vegetables. Food complies with children's dietary and religious needs and thorough procedures are in place to ensure that they are met. Children help themselves to drinks whenever they need one and are given gentle reminders to drink after physical exercise, for example. Children are confident members of the nursery and are encouraged to be independent learners. They have formed strong relationships with their peers and the staff who are warm and affectionate towards them. Children learn that what they create is valued and are encouraged to take artwork home to share with their families. The nursery is part of the local community entering and making a float for the carnival, for example. The nursery works with families to learn about and celebrate their cultures by asking parents to celebrate with all the children. Staff learn other languages to help them communicate with those for whom English is a second language. Children talk about things that are important to them such as family holidays and staff show an interest acknowledging differences positively. Staff work with parents and other agencies to ensure that children's individual needs are met. Any concerns are raised promptly to ensure consistency of care. Children benefit from lots of praise and encouragement. They are kind towards one another helping each other to undertake tasks. Children tidy up willingly as they enjoy doing so alongside a 'tidy up' song, marching around the room as they do so. Children are polite and benefit from some basic ground rules which are displayed at their eye levels.

Activities are planned around individual and group interests and to meet children's developmental needs. Play tends to be child-led with adults interacting and extending children's learning. Staff make photographic and written observations of children which they use to assess children's development in order to plan to extend their learning. Each child has a folder called 'My Learning Journey' where these observations are placed under the different areas of learning. These folders are shared with parents and the nursery has ensured that parents and carers are informed about the Early Years Foundation Stage to increase their understanding. Written monthly updates inform parents and carers what their children have been participating in and what they are due to experience as well as what the child enjoys, what they are good at and what the next steps are. This keeps parents informed and helps staff to plan for individual children in order to help them progress through the stepping stones. Staff pick up on children's interests and think of these when planning activities. For example, a child is very enthusiastic about an outing he went on with his parents so staff plan activities that continue his learning from that experience.

Children share and take turns when playing. They enjoy undertaking household tasks such as laying the table and cleaning toys. They make choices about what they play with and are encouraged to be independent learners. Children see the

written word throughout the nursery and learn to recognise their own names and those of their peers. There are ample opportunities for children to practice their pre-writing skills when playing. Staff spend much time involving children in discussion and talking to them and younger children are developing sounds as a consequence. Children enjoy using props and participate in the narrating of stories. Children see numbers and shapes in the environment. They match shapes and numbers and count each other when lining up. Children use calculators in the role-play area. Children are competent users of the computer and programmable toys. Their economic well-being is further promoted through visits to the local shops to buy produce for snack time. Children learn about the local environment when visiting the beach, for example, and take an interest in the insects that visit their gardens. Small motor development is enhanced through easy access to tools and scissors for example. Children make good use of the climbing apparatus in the gardens. Children use their imaginations when playing, using objects to represent other things. A well stocked role play area with real resources such as pans, cutlery and tins of food makes for a realistic play experience. Children explore many different textures and have easy access to a range of artistic materials enabling them to create pictures that are individual to each child.

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?	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

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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