

Kickers and Dribblers

Inspection report for early years provision

Unique reference number	EY216176
Inspection date	17/06/2009
Inspector	Elaine Douglas
Setting address	Tannery Ground, Middle Brooks, Street, Somerset, BA16 0TA
Telephone number	01458445987
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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

Kickers and Dribblers Nursery and Pre-school is privately owned, and opened in 2002. It operates from a purpose built premises, set within the grounds of the Street Football Club, Somerset. There are four play rooms, a sleeping room, an entrance hall, office, toilets and kitchen. Children have access to a secure enclosed outdoor play area and use of the football field. The nursery has wheelchair access and disabled facilities. The nursery opens five days a week all year round from 07.30 until 18.00.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children may attend the nursery at any one time. There are currently 75 children aged from three months to under five years on roll, some in part-time places. The nursery also provides care before and after school for children up to 11 years. The nursery currently supports a number of children with learning difficulties and/or disabilities or children who speak English as an additional language.

There are 13 staff employed to work with the children, of whom one manager holds a level 5 qualification, six hold a level 3 early years qualification and four hold a level 2. Five staff are working towards a level 3 qualification. A cook and a full-time administrator are also employed to support the staff. The nursery receives support from the local authority. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well developed systems and an excellent partnership with parents ensure that children's individual needs are met. Extensive observations and good interaction from most staff supports children in making good progress in their learning and development, given their age, ability and starting points. The strong management team regularly evaluate practice through a range of very effective systems and ensure that actions highlighted for further development are promptly acted on. This means that ongoing improvements promote good outcomes for children. Children are kept safe and secure in the enabling environment, and develop a good awareness of a healthy lifestyle. They have very good opportunities to learn about their own environment and the wider world.

What steps need to be taken to improve provision further?

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

- ensure the organisation of the pre-school room does not pose a hazard to children
- ensure crawling babies are protected from cross contamination and the key worker carries out all personal care as much as possible, to further promote

children's welfare

The leadership and management of the early years provision

The good leadership and management of the nursery ensures that all aspects of children's welfare, learning and development are effectively met. Excellent systems have been introduced to evaluate the whole provision. Comment sheets are available for parents to complete at any time and their suggestions are acted on. For example, children now have bags for their personal belongings, and letters and sounds have been included in the weekly plans and shared with parents. Books go home so that parents can be involved in their children's learning. Curriculum plans are evaluated each week and children's comments are included; staff are encouraged to identify ways of improving. Monthly staff meetings are used to keep up to date and to undertake any in-house training. All policies and procedures have been reviewed and updated in line with the new framework. Managers oversee all key workers' assessments of the children, to ensure they are completed and used effectively.

Excellent information is exchanged with parents both verbally and in writing, this ensures children are safeguarded, and that their individual needs and parents' wishes are met. Staff are committed to updating and increasing their knowledge and qualifications. They are deployed effectively to keep children safe and promote their learning. Children and their families are effectively supported through the use of a key person system. However, babies do not always have their personal care met by their key person, to enable them to feel confident and safe and build a genuine bond. Very good procedures are in place to safeguard children. Daily, three monthly and annual risk assessments are carried out on the premises, the garden, outings and the use of vehicles. Appropriate actions are taken to minimise identified risks. However, in the pre-school room floor toys are used by the entrance and the area children use to move from one room to the other, this causes a potential tripping hazard. Staff have a sound awareness of child protection issues and good information is available for further guidance.

The quality and standards of the early years provision

Children of all ages have very good access to a wide range of developmentally appropriate resources. The enabling environment and good interaction from most staff supports children in enjoying their learning and making good progress. For example, older children playing in the role play area enthusiastically make their own menus, when suggested by staff. They draw and cut out pictures to represent the food, and write numbers for the price. Children of all ages have good opportunities to extend their learning outside. For example, toddlers practice mark making and physical skills, as they use water and paint brushes on the fence. Covered posters of insects, birds and leaves, promote children's awareness of nature and their own environment. Children construct and use their own balance beam, and have opportunities to grow their own produce. They explore using all their senses as they describe the look, texture and smell of jelly, pasta and shaving foam. Babies are fascinated by their own reflection and enjoy an imaginary picnic

with a member of staff.

Children develop a good awareness of keeping themselves safe and developing a healthy lifestyle. For example, they take part in activities which promote awareness of stranger danger, road safety and safety in the home. Visits from the fire brigade, police, ambulance, dentist, optician and nurse further enhance their awareness. All children wash their hands before eating and after using the toilet. All mobile children are able to access their own drinking beakers both inside and outside, and babies are regularly provided with drinks. Children learn about keeping fit, hygiene and healthy eating. They are provided with a very good range of home cooked meals, which are prepared fresh on the premises. Babies are protected by very good nappy changing procedures and the regular cleaning of the equipment. However, outdoor shoes are worn where babies crawl, which does not protect them from cross contamination.

Extensive, weekly observations of the children are cross referenced to the early learning goals and used effectively to ensure the planning supports every child's individual learning needs. Parents have excellent opportunities to meet with staff both formally and informally. Each term a summary of children's development is shared with their parents, and both the parent and the child's contributions are included in the assessments. Children's additional needs are identified and well supported, through working with parents and other agencies. Daily routines are linked to the principles of the Early Years Foundation Stage framework and topics are used to complement children's self-chosen activities. Children build good relationships with each other and with the staff, consequently, they are extremely well behaved, happy and settled. Regular visits to local places of interest extend children's awareness of their own environment, people's differences and the wider world.

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.	1

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?	1
How well does the setting work in partnership with parents and others?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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