

Kids Allowed Christie Fields

Inspection report for early years provision

Unique reference number EY330948
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Inspector Rachel Ruth Britten

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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, Christie Fields was registered in 2006. The setting is privately owned and operates from a purpose built facility situated in the West Didsbury area of Manchester. Children are cared for within nine rooms located on two floors. There are secure areas available for outdoor play. A maximum of 209 children may attend the setting at any one time, 161 for nursery care and a further 48 for out of school or holiday care. The setting is open five days a week from 07.30 to 18.30 all year round and also offers a 102 place weekend crèche. Children attend from the local community and surrounding areas.

There are currently 258 children on roll aged under eight years. Of these, 238 are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The care offered to children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The setting employs 73 members of staff including seven supernumery managers and various support staff. There are four members of staff who are qualified in early years to level four or five. There are 18 staff qualified to level 3 in early years and seven staff qualified to level 2. Eight of the remaining staff are working towards a recognised early years qualification and eight are shortly to commence training. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Highly motivated staff work well as a team, with high adult-to-child ratios. Key workers recognise the uniqueness of each child and develop strong bonds by spending plenty of time with their key children. They plan activities which follow each child's interests, using a very good balance of indoor and outdoor play, including purposeful outings. Leaders and managers work effectively using good tools and systems to ensure that children are safeguarded through procedures and policies known and used by all those caring for children. Self-evaluation tools are utilised to support continuous improvement, although implementation plans are general. Partnership with parents and others is good, but there is capacity to improve joint working for individual children's learning and development.

What steps need to be taken to improve provision further?

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

- increase the use of individual children's records, summary assessments and next steps plans to better include parents and to ensure that activities and input are tailored to maximise each child's progress

- ensure that books and dressing up resources are in good condition and plentiful and that the risk of cross-infection is minimised in the baby room by the maintenance of clean toys and surfaces
- improve links with reception teachers for children moving into school and extend the involvement of parents whose children have additional needs, so that every child receives consistent care and input which maximises their development.

The leadership and management of the early years provision

The leadership and management of the setting succeeds in maintaining a motivated and well organised staff group. Specialist staff, for example, in the EYFS, behaviour management and special educational needs, advise and support staff across the nursery. There is a clear reporting and mentoring structure for all staff which ensures that procedures for safety and high standards are known and used. For example, uniforms with embroidered names are worn by every key worker while new staff whose checks are not completed wear a different uniform to distinguish them from cleared staff. Daily checks are conducted and the managers spot check rooms and regularly supervise staff to ensure that their training and development needs are prioritised correctly. Staff receive relevant training both in-house and outside and cascade this to their colleagues. Unit leaders have a budget and make plans for improvement with their room staff while staff and managers regularly visit other settings in the group to share ideas for implementing continuous improvements. For example, they have set up 'fun folders' to guide parents in continuing their child's learning at home.

Safeguarding is prioritised in the setting, evidenced by robust security to the building and thorough risk assessments for the setting, resources and all of outings undertaken. Records show that designated vehicles and drivers are all suitable and each home room monitors and chooses new resources and equipment. As a result, most of the nursery is vibrant, safe, stimulating and clean. However, a table and a toy are not clean enough in the baby room where children are crawling and putting things in their mouths. More staff than required have up to date first aid and safeguarding training. Adults teach pre-school children how to look after their own safety, for example to put away resources so that they do not trip over them and to dry the wet climbing equipment before they use it. Managers intend to invite more professionals to the setting, such as fire and police officers, to support appropriate teaching about safety. Parents sign their child in and out of the setting and evacuations of the building are practised with the children twice a year to make sure that the procedures work adequately, particularly now that children are cared for on two levels.

Parents express high levels of confidence in the setting, as stated in feedback books located outside each home room. There is a personal welcome at the reception and from key workers each time parents drop off or collect and a wealth of relevant information is given to parents through the welcome pack, newsletters and communication boards. Advice and help, for example about the current 'flu' is given to all parents. The nursery plans to encourage parents to come in to talk

about their own jobs in order to further include them in children's learning. Key workers create exciting displays and photos which show children's activities and achievements for their parents and clear feedback is given about what children have enjoyed doing each day. Parents complete information about their child's starting points when they begin at nursery and are encouraged to contribute achievements their children have made at home by writing on the shapes outside their child's room, so that the information can be celebrated and added to the child's learning journey record of progress. However, joint working and planning for children's progress using the learning journey record is less well developed as children move up through the nursery. Similarly, children's transition to school is not supported by links to their schools and reception teachers.

The quality and standards of the early years provision

The provision helps children to make good progress and they have very positive attitudes to learning. This is because a strong sense of belonging is promoted, resources are easy to find and used in diverse ways and the simple daily routine maximises activity time. Children have their own peg, bags and blanket, enjoy 'together time' to share and plan their activities, and recognise photos of themselves in action all around their play rooms and outdoor areas. Resources are set out accessibly at their height and are used to create elaborate experiments and role plays, for example, using water, brushes, porridge oats, fabrics, pegs and paints. Children are encouraged to join in with tidying and cleaning up, to keep their room safe and healthy. They find their own table place mats and named water containers and know where the tissues and paper towels are. All children can feel in control and confident as soon as they arrive because their key workers spend time supporting them and developing bonds through personal care, mealtimes and group activities. They are gradually integrated into new rooms as they progress through the nursery, often moving into a room with children that they have mixed with in the shared outdoor play areas. Key workers prepare written summaries of children's progress ready for room moves, but these are sometimes done after the move and photos for new water bottles and place mats are not always done in time for children's first days.

There is a good balance of child-initiated and adult-planned activity. Each home room and outdoor area has a wealth of continuous provision materials for children to use in free play. For example, children confidently use the computer matching games, enjoy books, digging, sand and water play outside, and devise small world plays using the Chinese restaurant props. All the areas of learning are available and most staff challenge and extend children's learning sensitively and knowledgeably as they play. Most resources are of high quality, including books, small world items, arts and crafts resources and robust outdoor climbing and balancing equipment. However, a few books in the two -year-olds' room are in poor condition and children cannot always choose a preferred dressing up costume if it is in use in another room.

Staff use their knowledge of children's current observed interests to plan some of the day's activities. Children are also confident to ask for help and props that they want, for example, sponges and cloths to use in the water or materials for their

spider's web rescue game. Key workers know and observe their key children well, photographing and noting evidence of each one's progress as it happens. However, these observations and evaluations are used for weekly planning before being entered into the 'learning journey' records. This means that children's records are retrospective and do not provide clear next steps plans which key workers and parents use day to day to focus their input on what a child needs to learn next. Extra input for children with additional needs is based upon limited planning made by the key worker and 'SENCO' which does not routinely include parents and is not linked clearly to the child's learning journey. However, children and adults who speak English as an additional language are included well.

All aspects of children's welfare are good. Staff teaching and examples show children how to be safe and healthy, for example, by exercising and taking part in fruit tasting activities, or rehearsing safe walking and road crossing. Snacks and drinks are nutritious and children have time to learn good table manners as staff sit at meal tables with them. Staff help children to be in touch with their emotions and the consequences of their behaviour upon others, through successful use of strategies like the 'golden rule zoo', the 'celebration fruit tree' and the 'listening ladder'. Staff also receive advice and help to present a range of activities about diverse cultures and celebrations. This rounded experience supports children in making a positive contribution and learning skills for their future economic well-being.

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