

# Kautars Kinder Crew

Inspection report for early years provision

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<b>Unique reference number</b>	EY390997
<b>Inspection date</b>	02/12/2009
<b>Inspector</b>	Paula Fretwell
<b>Setting address</b>	281 Meanwood Road, Leeds, LS7 2JD
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Kautars Kinder Krew operates in a converted house in the Meanwood area of Leeds. It was previously registered until 2009, when it was taken over by the new provider. The setting is registered on the Early Years Register to care for no more than 50 children, aged from birth to five years, and there are currently 43 children on roll. Care is provided in five play rooms and there is secure space outdoors for play. A total of 13 staff care for the children, most of whom have an early years qualification, and there is also a designated cook.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a friendly environment in which their welfare, learning and development needs are suitably met. Staff work together to provide care for each child, and they communicate with parents on a daily basis to keep them informed about aspects of their children's care. Indoor space is used sufficiently to meet the children's needs and resources mostly enable children to make sufficient progress in the Early Years Foundation Stage. The provider is aware of the setting's strengths and areas to develop, and systems to evaluate and monitor the quality of the provision are developing.

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

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

- ensure there is a balance of activities, delivered through indoor and outdoor play (W4 Organisation) 02/12/2009
- plan and provide experiences and resources for two-year-olds which are appropriate to each child's stage of development as they progress towards the early learning goals (W4 Organisation) 02/12/2009

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

- ensure observations successfully inform planning so that individual learning needs are met
- continue to develop self-evaluation to include the views of staff, parents and children
- support children's development in communication, language and literacy, such as through the appropriate presentation of books.

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

Staff have a clear understanding of their responsibilities to ensure children are safeguarded. They are aware of the signs of abuse and the procedure to follow should they have a concern about children's welfare. Recruitment procedures are sound, and staff are appropriately vetted to ensure they are suitable to work with children. Risk assessments identify any hazards, and staff ensure the children are closely supervised. Additionally, CCTV is installed to enhance the children's safety and security. Space indoors is used to meet the children's needs; they are suitably cared for in their own age groups, and provision is made for them to rest and relax as they need to. However, the outdoor area is not used sufficiently enough to fully support children's physical development and good health; for example, younger children do not have daily access to outdoor play. Toys and resources are adequate to support children's learning and development. However, they are not always available, sufficient and of adequate quality to meet the needs of children in the two-year-old age group.

All required documentation is in place and filed securely. Policies and procedures that underpin the practice are available to all parents and staff, and these are reviewed as any changes occur. Systems for communicating with parents are varied. For example, the nursery brochure has been newly redesigned and there is an informative website for parents to access information. Notice boards are used to convey relevant information, such as weekly menus and the nursery's mission statement, and staff complete daily sheets of information about each child for their parents. Staff have a good rapport with parents, and parents are mostly happy with the service and the quality of the care their children receive. The setting adequately promotes equality and diversity; practice is inclusive and staff take steps to ensure all children are integrated. Staff work with other professionals to ensure that the needs of individual children are met.

The provider is very committed to making improvements to the setting since it was taken over from the previous owner. Plans for the future are well targeted to bring about further improvements to the provision and outcomes for children. For example, the outdoor areas are designated for imminent improvement and further resources have been ordered. Self-evaluation is undertaken largely by senior managers, but does not yet extend to other levels, or include the views of parents and children.

## **The quality and standards of the early years provision and outcomes for children**

The provider and staff are aware of the 'Every Child Matters' outcomes for children, and they understand that children learn through play. Children engage in free play and staff provide suitable opportunities to extend their learning and development in all areas. Staff understand what each child likes and they are aware of their developmental needs, assigning a key person to each child. Basic planning of activities is in place for groups of children, although this is not

informed by the observations staff make of children and does not address their individual learning needs. Developmental profiles are in place for children, with photographs and examples of what children have been doing. These are mostly up to date, apart from the oldest children's group in which recent staffing changes have impacted upon this process.

Children under two years of age enjoy close contact with staff who respond sensitively to meet their needs. Good opportunities for one-to-one attention are afforded to very young children who enjoy lots of cuddles and conversation within secure routines that they know. Babies are gaining confidence in exploring their surroundings and staff respond well to their curiosity, engaging in simple games, such as peek-a-boo behind coloured materials, or building towers with blocks. Staff observe very young children closely and extend their ideas appropriately. For example, children spontaneously dance and staff say 'shall we put some music on?' to encourage their play. Children's needs in this age group are managed according to their individual development, and staff facilitate their play based on their own observations and those of parents and other professionals where necessary. Two-year-old children are happy and settled, and they show curiosity in their play and interactions with others. Staff chat and sing with the children to develop their language skills, and children confidently make their needs known. However, children in this age group have limited resources to choose from to support their play and development, and this impedes the quality of their activities as they lack opportunities to engage in self-chosen challenges. The oldest children in the setting enjoy free play and they help themselves to their own resources, showing independence in their routines. They chatter easily with their peers and with staff, and they show consideration for others in their play. All areas of learning are given consideration when staff plan activities, although the poor presentation, accessibility and quality of books in all age groups does not promote children's enjoyment of reading.

Children's dietary needs are very well met because the designated cook has a clear understanding of their individual requirements and preferences. Menus are carefully planned, and meals and snacks are prepared using fresh ingredients, with full regard given to offering vegetarian choices. Babies' utensils are sterilised, and bottles are prepared and stored in line with individual needs and parents' requests. Drinks are always available to children, so they do not become thirsty in the setting, and their individual cups are always within sight or reach. Hygiene practices are consistent and children are encouraged to be aware of their own personal needs, such as for nappy changes and hand washing.

Staff use effective strategies to encourage children to behave well, depending upon their understanding. Children are encouraged to share and consider each other's feelings, and staff are consistent in their approach. Staff are aware of the behaviour management policy which is shared with parents. Praise and encouragement is given to all children, and they respond well to this.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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