

# Evolution Kids Club and Nursery

Inspection report for early years provision

---

**Unique reference number**

EY395966

**Inspection date**

08/10/2009

**Inspector**

Gillian Walley

**Setting address**

Grove Park Cp School, Hilton Drive, SITTINGBOURNE,  
Kent, ME10 1PT

**Telephone number**

07939 391805

**Email**

sarah.evolution@yahoo.co.uk

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Evolution Kids Club and Nursery is a privately owned and managed provision based in the grounds of Grove Park Primary School in Sittingbourne, Kent. It was registered in August 2009. The provision is based in a large portakabin consisting of a large base room and two additional rooms, an office, toilets, kitchen and lobby. There is an enclosed outside area for children and the setting has use of the school playground for the after school children. Access is via a ramp to the main front entrance, which is suitable for adults and children with disabilities. The club meets the needs of children with special educational needs and children who speak English as an additional language.

The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It offers a breakfast club which runs from 07.30 to 09.00 and an after school club which runs from 15.20 to 18.20 during term time and a nursery, 09.00 to 15.00 term time only. There is also a holiday play scheme which runs during the school holidays, 07.30 to 18.30. Children aged from three years to 11 years can attend the out of school provision and children aged two years to under five years attend the nursery. The setting is registered for 30 children and there are currently 28 children on roll, of whom 14 receive funding.

There are six staff who work directly with the children, five of whom hold a relevant early years qualification. The setting has links with other providers, teachers from the local school and the children's centre spend time in the setting to share expertise.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Evolution Kids Club and Nursery is a good setting. It is inclusive and meets the needs of all children well, including those with special educational needs and/or disabilities and those who are learning English as an additional language. In the very short time since the club opened the manager and her team have created a rich and stimulating learning environment for the children. They have established strong links with other agencies and have good policies and procedures to promote the children's welfare and meet their learning and development needs. The setting has a good capacity to further improve.

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

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

- provide further opportunities for children to consolidate their independent learning through the display of print and numbers in the outdoor learning area
- support children in learning to recognise their own names such as at registration or snack time

- develop planning to state the specific learning which will take place through the activities provided for the children

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

Evolution Kids Club and Nursery is well led and managed and runs very smoothly. In the short time since it opened, the manager and her staff have formed a strong and experienced team. They have set up routines for the children, many of whom have moved from other preschools, so that they have settled well and have made good progress. The premises have been organised to offer the children quieter spaces for calm activities such as a reading area for enjoying books, and a sensory room where many of them like to start their day. The learning needs of children of different ages can be met because there are several areas within the classroom. The staff have regular appraisals which enable them to identify training needs, and they have already attended training in safeguarding, children's emotional development, supporting children with speech delay, and food hygiene. Strong links with other agencies help the staff to support the needs of children who find learning more difficult, for example, those whose speech is delayed, and the setting works closely with parents so that they understand precisely what support children need. It also helps parents to find additional support for children.

The nursery has very rigorous procedures for ensuring that children are safe and secure at all times. Children know how to evacuate the building in an emergency because a fire fighter comes in to explain fire safety to them. Risks are assessed and thorough checks are made, for example, the outdoor area is checked before the start of each session. When children have an accident or need to have any medication two members of staff sign the form and parents sign a copy. New staff are vetted carefully. A password system is used to help parents if they are delayed and need another person to collect their children in an emergency, and the keyworkers have photographs of anyone who may collect the children. The setting has established good links with parents, who are well-informed about what is going on and about their children's progress, and there are plans to survey them regularly about their views. Parents can already see that their children are progressing, and like to chat informally with the keyworkers at collection time. They have every confidence in the manager and her staff and feel their children are very safe and well supported. Parents are invited to contact the manager by email with any query and communication is already very well-established. The setting is likely to continue to improve because the manager and her team are already evaluating the provision thoroughly and planning further improvements.

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

The provision is good and meets children's needs well, they clearly enjoy their learning. At the start of the session children are welcomed and settle easily and feel safe because the atmosphere is calm and inviting. Staff speak to the children positively and have consistently high expectations of them. They praise them for

their achievements, they question them well and encourage them to solve problems and explain their reasoning. Consequently, the children are happy and play well together, they concentrate and persevere. They understand routines such as wearing painting aprons washing their hands after 'messy play', and there are posters which remind them about how to behave. They are very well behaved and confidently to talk to visitors about their learning and about what they enjoy doing at preschool. They relate well to all the adults in the setting and there is a system in place so that if one key worker is absent children are equally familiar with another keyworker. There is a very wide range of exciting resources which are labelled and easy for the children to find when they want them. There are good opportunities to practise mark making and to understand numbers and shapes, and there are good resources to develop children's imagination and creativity. Children do not have enough opportunities to recognise their own names so that they can start learning to write them. There are many examples of their art work on display, including the planets they have made while they are learning about Space. Other activities reinforce their understanding about Space, for example creating a moonscape with shaving foam and rocks made from newspaper where they could pretend they were driving their moon buggies.

Children have rich opportunities to learn about the world around them, for example by watching and looking after the wormery, the guinea pigs and giant snails. Outdoors there is a well-equipped and very stimulating area where children can enjoy many of the activities which take place indoors, for example they can practise mark making on the ground with chalks. There are many resources to help the children develop their physical skills such as riding bikes, throwing and catching. The staff help the children to develop their skills well, and they encourage them to try new experiences. The children made bird feeders and they enjoy watching and talking about them. The outdoor area does not have any print to help the older children to reinforce their learning, for example labels, numbers, letters or shapes. The children understand the importance of healthy eating and at snack time they are polite and they develop good table manners. They wait patiently and pass drinks and plates to one another. They understand how to avoid infection by washing their hands. The children are given responsibility, for example, when they are asked to tidy their toys away. This all prepares them well for the future. Children are supported well as they move from the nursery to the primary school and the manager is working closely with the Reception teacher to share plans and to focus on the same topics. The manager also links the learning of the children in the out of school sessions to their learning in their classrooms. The staff assess the children's progress by observing their learning and development closely. Parents contribute by providing information about the children's interests. Meticulous records are kept and these are used to identify the next steps each child needs to take in order to progress and enable staff to compare the progress children make in different areas of learning. The activities which the staff plan show a balance of adult led tasks and ones the children can choose. The plans show the activities, but as yet they do not show the specific learning which is intended. Many of the activities provided relate to a theme, and the staff choose these carefully to motivate children and support their multicultural understanding.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----