

Kidspiration Limited

Inspection report for early years provision

Unique reference number

EY383158

Inspection date

30/11/2009

Inspector

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Type of setting

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

Kidspiration Limited opened in 2009 and is a privately owned company. It operates from a converted building in the South Gorton area of Manchester. Children have use of the ground floor which includes two large play rooms and associated facilities. Outdoor play is provided in a secure playground. The nursery serves the local area and children attend on a variety of placements.

The nursery operates from 7am to 7pm Monday to Friday all year round except for bank holidays and a week at Christmas. The nursery is registered to care for a maximum of 30 children on the Early Years Register only. There are currently 41 children on roll. The setting supports children who speak English as an additional language and those with special educational needs and/or disabilities.

There is a manager and seven staff who work with the children, all of whom hold a National Vocational Qualification to level 2 and 3. The manager holds a BA in early years. There is a cook and cleaner on site. The setting receives support from Manchester Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a secure awareness of the Early Years Foundation Stage (EYFS). They are enthusiastic and attentive to the children. Children make good progress in their learning. Inclusion is well promoted and activities provided are exciting and capture and sustain the interest of the children. There is a good working relationship with parents and others involved in the children's care. They are fully consulted and involved and kept informed of children's daily routines, care and learning. The nursery demonstrates a strong capacity for continuous improvement and is aware of key areas for further development.

What steps need to be taken to improve provision further?

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

- provide more opportunities for the more able children to calculate and to write familiar letters to help them recognise their name
- develop assessment to track children's progress across all six areas of learning and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Clear procedures are in place for the recruitment, selection and induction of staff, ensuring that children are cared for by suitable people. Staff questioned at the inspection have a clear understanding of the indicators of abuse and procedures to

be followed should they be concerned about a child's welfare. Detailed risk assessments of the premises have been compiled and daily visual checks are carried out to ensure that children are cared for in a safe environment. A full risk assessment has also been conducted for each outing enjoyed by the children. The entrance to the building is effectively monitored and official identification documents are thoroughly checked before any person not known at the setting is allowed to enter. Effective staff deployment ensures that children are well supervised at all times. All the required documentation and consents relating to the welfare of the children are in place.

The owner who is the manager works very well with the deputy to motivate staff and to drive improvement. As a result, there is a good team spirit and they are well supported to access training to support their ongoing professional development. Procedures for self-evaluation are effective and future plans are well targeted and include the development of the outdoor play area. The nursery have started to work very closely with parents and outside agencies to promote an inclusive and welcoming environment for children with special educational needs and/or disabilities. Activities are well adapted to suit the individual needs of the children.

The nursery strives to provide an inclusive service for both children and their families. Good information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, new children settle well, with the support of a good key worker system. Parents receive a brochure which details policies and procedures, giving them an appreciation of how the service works in practice. Planning is clearly displayed and parents are actively encouraged to contribute to children's individual profiles. Parents are very happy with the care afforded to their children. They make comments, such as how their child makes good progress in their language skills since settling into the nursery. They are well informed about current events through notice boards and good daily communication. Links with other providers of the EYFS that children attend, such as the local school are in the early stages, and the management are in the process of developing a system to ensure the continuity of provision.

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

Staff have a good awareness of the learning and development requirements of the EYFS and of the importance of learning through play. Children are becoming active learners because staff work hard to make the learning environment accessible and appealing to children. A good range of resources, which reflects children's interests, are set out each day into clearly defined areas of continuous provision. Children move around their immediate environment with confidence both indoors and outdoors. As most children are new to the setting, the staff are beginning to plan a variety of adult and child-led activities round the children's interests. Ongoing planning indicates a variety of stimulating activities across all six areas of learning. Children have their own individual files which clearly indicate children making good progress in a short space of time in all rooms. Staff have good organisational skills and this enables the children to thrive, learn and play. They

observe children at play and use this information to plan their next steps of learning. However, assessments do not contain enough detail to track children's development across all areas of their learning.

Staff interact very well with the children, ask open-ended questions and listen intently to what they have to say. This encourages children to become independent learners and develop skills for the future. They share warm relationships with the children which results in happy children participating in fun activities. Babies receive lots of hugs and cuddles and staff meet their individual needs very well. New and interesting words are introduced to help develop children's language skills. Children thoroughly enjoy listening to a story as part of a group or reading on their own for pleasure. They have strong links with the visiting librarian and attend the library to take out books. Children are beginning to recognise their name. However, there are few opportunities for the more able children to attempt to write familiar letters. This results in children not always being stretched in this area of learning. Self-help skills are developing well, as children are given the opportunity to serve themselves at lunch time and babies are encouraged to feed themselves. They remind each other to tidy away toys and make new friends. Children identify shapes as they build models and name colours as they paint. They learn to count, recognise numbers and the concepts of weight and size. However, they have few opportunities to calculate or problem solve, resulting again in the more able children not being challenged enough.

Many opportunities are made available to children to help develop their knowledge and understanding of the world. They learn about melting ice and have access to a large variety of programmable toys. Children are taken for a walk in the local environment to look at houses, post a letter and collect leaves for the theme of autumn. They enjoy singing their favourite rhymes, dancing and making sounds with musical instruments. There is a good emphasis on creative play. Children are involved in a wealth of arts and crafts, for example, they create wax pictures, use glitter and make cards for Eid. Babies are given opportunities to touch shaving foam, gloop, pasta, sand and water, enhancing their sensory development. They have lots of experiences to promote their heuristic play. Children thoroughly enjoy the time they spend outside, developing many aspects of their learning as they engage in imaginative role play with constructive toys in the soil. They balance on blocks and ride on wheeled toys. Babies reach out and attempt to walk around their room. A good range of planned activities and resources ensures that children learn about the cultures and beliefs of others. Parents are invited in to talk about their Arabic and Caribbean origins and share ideas of foods from different cultures. Furthermore, children learn how to use sign language as an additional form of communication.

The premises are well maintained, warm and clean. Good hygiene routines are followed and children openly talk about the importance of washing their hands to get rid of germs. Meals provided are well balanced. The nursery employs a cook who works alongside the manager offering children a varied menu of home made foods. This is clearly displayed around the walls of the nursery. Good manners are promoted and staff act as good role models with a consistent, positive approach. As a result, children are beginning to manage their own behaviour, for example, by learning to take turns and to share resources. Children clearly know what to do in

the event of a fire and emergency evacuation procedures are practised with the children. To further promote children's safety, children are made aware of the potential dangers of the road when out on trips and to take care when cutting out with scissors round the table.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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