

# The Creche and Kids Club at BrandsHatch Spa

Inspection report for early years provision

---

<b>Unique reference number</b>	127197
<b>Inspection date</b>	02/03/2010
<b>Inspector</b>	Stephanie Graves
<b>Setting address</b>	BrandsHatch Place Hotel and Spa, BrandsHatch Place, Brands Hatch Road, Fawkham, Longfield, Kent, DA3 8NQ
<b>Telephone number</b>	01474 875012
<b>Email</b>	
<b>Type of setting</b>	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 0300 123 1231, 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: 0300 123 1231  
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**

The Crèche and Kids Club at Brandshatch Spa was registered in 2001. It is privately owned and managed and operates from the Brandshatch Place Hotel and Spa in Longfield, Kent.

The Crèche and Kids Club are registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The Crèche has access to two activity rooms and a small enclosed outdoor area. The Kids Club has the use of the squash courts, dance studio and outdoor sports areas. The setting is fully accessible.

The Crèche operates very flexibly to meet parental needs. It is generally open for six days a week throughout the year with opening hours between 9am and 3pm. The Kids Club runs occasionally during school holidays but was not operating at the time of inspection.

A maximum of 24 children under eight years may attend the Crèche at any one time and no more than 16 children may attend the Kids Club at any one time. There are currently 84 children aged from two years to under five years on roll. The setting supports children with disabilities and special educational needs. Children come from the local and surrounding communities and the setting caters mainly for members of the leisure club, staff or guests at the adjacent hotel. The group also offers provision to children aged from five to 12 years.

A well established team of six staff works with the children, the majority of whom hold appropriate early years qualifications. The setting receives support from local authority early years professionals.

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

Overall the quality of the provision is good.

Long serving staff understand the unique needs of every child they care for within the context of this flexible provision. Children can play and explore within plenty of unobstructed space and enjoy their time with staff and one another. The partnerships between staff, other professionals and parents helps to ensure that the care and learning needs of the children are addressed. The group's capacity for maintaining ongoing improvement is good. The strengths and weaknesses of the setting are identified with clear priorities in place for future development to promote effective outcomes for the children.

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

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

- continue to develop the use of ongoing observational assessment to inform planning for each child's continuing development

- create an environment rich in print where children can learn about words, for example, through labels to help them identify resources and follow routines
- continue to develop the use of reflective practice and ongoing self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are safeguarded effectively through the clear policies and procedures adopted by the setting. Management responsibilities and designated roles are clear and recent training has been attended. Staff are clear about the signs and symptoms of abuse, are able to access a good range of information and know what to do if they have concerns about a child. Recruitment and vetting procedures are robust and most staff have been with the setting for many years. The use of risk assessment helps to prevent accidental injury to children and this is underpinned by daily checks throughout the provision. All the appropriate records and documents are in place. These measures help to ensure the welfare and safety needs of each child are fully supported.

The setting is committed to continuous improvement. The actions relating to incomplete records from the last inspection have been fully met. Ongoing support from local authority early years advisers is welcomed. Staff training needs are continually identified and addressed. The group is accessing new equipment and the current layout and use of space promotes children's learning and development well.

Equality and diversity is embedded well into practice. The specific needs of all children and their parents are understood and addressed effectively. The play and learning environment is inclusive and the development of different children is promoted. Policies underpin the good practice in place and parental wishes are fully respected. The learning environment and resources are available to all children and the group is very focussed on adapting the environment to meet needs of children with disabilities or special educational needs.

Self-evaluation is good and although the Ofsted document is not fully completed, other evidence clearly shows how the group is progressing in terms of improving practice. The strengths and weaknesses of the provision are clear with realistic priorities for development. Policies have been updated, the partnerships with other settings are developing and parents and children are included in decision making. Overall, improvements have had a positive impact on outcomes for children.

The relationships forged with advisory teachers, health professionals and parents help to promote the unique needs of every child. Parents value the service provided and feel staff promote their children's needs well. They feel reassured that their children matter to staff and that parental wishes are respected. A good two-way flow of information helps to ensure that children's needs are equally supported between home and the crèche facility. Parents are welcome to stay with

their children to help them settle and choose their preferred play experiences. This effective partnership helps to meet the needs of the children effectively.

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

Children's experiences are well supported by the adults who care for them. They know them well and address their emotional needs effectively. They plan and provide relevant experiences that build on children's current interests to help them progress. Staff ask effective questions to encourage children to think and respond and develop their communication and language skills. They encourage them to problem solve, for example, by finding all the straight edges to a puzzle, or work out how to operate an interactive toy. They listen to children with genuine interest and provide resources to help extend their learning. For instance, as children play with a toy pirate ship they talk about making sails. The relevant materials are immediately provided to further children's learning.

The use of pictures and labels within the environment is sparse, limiting children's ability to independently locate and select their preferred activities or follow routines. However, the quality of the learning environment is good, with an effective range of resources that are easily accessible to all children and help them to progress in all areas of learning. Observational assessment is developing well, helping to chart the progress of children who attend regularly. Staff match their observations to the expectations of the early learning goals to help provide new experiences for the children. This has not yet been demonstrated through the new observation and assessment systems in place. Children's experiences from home and other settings are complemented to help provide children with continuity.

Children with additional learning needs are very well supported through the equipment, toys and resources provided. All children learn about differences between people in society, for example, through toys and resources that promote positive images of diversity. Children have many opportunities to investigate interactive and programmable resources to discover how things work. Overall, the experiences provided help children to make good progress and develop the essential skills needed for their future learning and development.

Children learn about safety issues through good adult input. Staff supervise children well and encourage them to explore in safety. For example, they supervise at a distance as babies pull themselves up and take steps independently, which enables them to engage in new challenges safely. Despite most children not attending the setting regularly, they demonstrate a sense of security in the care of staff through the warm and close interactions they share. Babies seek a cuddle or attention when needed, which means they develop self-assurance.

The good health and well-being of the children is encouraged. Effective systems help to combat the risk of cross infection, including effective nappy changing procedures. Children are encouraged to eat healthy meals and snacks. Most are provided from home and contain nutritious options. Staff talk to children at meal times about healthy foods, which helps them to develop an early awareness of

healthy eating. Plenty of energetic activity helps to develop children's physical skills. Babies are wrapped up to enjoy fresh air outside in prams before settling down for a routine sleep. This promotes their well-being.

Children are well-behaved and learn to share and take turns as they play together. Staff are good role models who gently encourage polite manners and offer all children plenty of praise and encouragement. This promotes their confidence and self-esteem effectively.

## 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	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	3
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