

# Universal Kids Childcare

Inspection report for early years provision

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**Unique reference number** EY398892  
**Inspection date** 03/02/2010  
**Inspector** Kathleen Snowdon

**Setting address** Families Matters, Cowgate & Blakelaw Childrens Centre,  
Lindfield Avenue, Blakelaw, Newcastle Upon Tyne, NE5 3PL  
**Telephone number** 0191 214 2460  
**Email**  
**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*.

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.

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## **Description of the setting**

Universal Kids Childcare was registered in 2009 and is run by Bunhill Services Limited. It is part of Families Matter Cowgate and Blakelaw Children's Centre in the west of Newcastle upon Tyne. The group is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and can take a maximum of 45 children at any one time. The group offers parent and children sessions and provides day care five days a week, in term time only, from 8.45am to 11.45am and 12.15pm to 3.15pm; lunchtime care is also available. The day care provision was the focus of this inspection. Currently there are 41 children on roll. They are accommodated in a main play room and have access to a fully enclosed outdoor play area. There are five appropriately qualified staff working directly with the children. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

Overall the quality of the provision is good.

Staff have a very good understanding of the needs and interests of every child on roll. This creates an inclusive environment which promotes children's welfare and helps them to make good progress in their learning and development. Issues discussed at registration have been addressed, self-evaluation is productive and partnership working is highly effective. As a result, the scope for continuous improvement is very good.

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

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

- extend the support offered to children learning English as an additional language, for example, by creating an environment rich in signs, symbols, notices, numbers, books, music and songs that reflect their home, cultural and linguistic backgrounds.

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

Very good priority is attached to safeguarding. Rigorous recruitment procedures ensure that suitable people are employed to work with children. Staff's knowledge of child protection procedures is excellent, exemplified when they speak confidently about the signs and symptoms that indicate abuse and neglect. As well as this, the arrangements for communicating concerns are highly effective. Thorough risk assessment minimises the likelihood of accidents and staff teach children how to keep themselves safe. For example, they regularly practice fire drills and road safety.

Documentation is very well organised, readily available for inspection, stored securely to protect confidentiality, and amended as soon as changes occur to keep information up-to-date and accurate. The registration and public liability certificates are prominently displayed to allow scrutiny and parents receive copies of all policies and procedures. This gives them an insight into what staff do in specific circumstances, such as if children are not collected.

Partnership with parents is very good. Parents receive very good quality written information before their child attends and thereafter, daily discussions with staff and daily record sheets keep them fully informed about their children's progress and recent experiences. Parents have positive views of the service. They say that it has helped their children grow in confidence and describe staff as 'lovely'. Parents particularly value the way they and their children are made to feel deeply welcome and they like the range of activities their children take part in.

Extensive liaison with other professionals complements the partnership with parents. Staff work closely with health visitors, social workers, speech therapists and teaching staff from the school on site, to ensure that the specific needs of individual children are met in full. All partners are consulted in the group's effective self-evaluation process. For example, parents receive questionnaires to determine how satisfied they are with the service. Staff are highly committed to ongoing professional training; recent courses include safeguarding, outdoor learning, first aid and attachment and bonding.

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

Relationships are excellent, which increases children's propensity to learn and reach the early learning goals. Staff offer very good support to the children, so they feel safe and secure. This highly effective key person system underpins the perceptive observations and assessments staff make. These factors enable them to establish children's starting points and abilities, and plan activities that all children participate in and which take account of children's individual interests. Plans cover all areas of learning and include details about how staff are deployed and the resources required.

The children have easy access to a wide range of developmentally appropriate, good quality toys and equipment so they are able to initiate play of their own accord. The indoor environment is welcoming and well lit, with defined play areas that allow children of all abilities to focus on planned and self-chosen tasks. However, there are insufficient resources reflecting the home, cultural and linguistic backgrounds of children who are learning English as an additional language.

The outdoor environment is a key strength. Here, children thoroughly enjoy playing in the large sand pit, digging in soil and making and painting snowmen. This increases their understanding of natural materials and appeals to their natural curiosity and creativity. They love to run around freely, which offers them scope for fun and enjoyment and promotes their physical development. Other influences

also support the children's health, such as the appetising menu that promotes healthy eating. Additionally, consistent routines, like hand washing and the sensible policy for sick children, help to contain the spread of common illnesses and infections.

There are many opportunities for children to develop good communication skills. For example, they take part in daily, fun filled, phonics sessions if they want to and are encouraged to express their views and listen carefully. They are also acquiring important social skills, such as using good manners and taking turns. Festivals, such as Christmas, Divali and Chinese New Year, are celebrated and the children play with and alongside their peers who have varying abilities and linguistic backgrounds. These positive experiences teach children to respect diversity and help them to achieve future success.

## 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	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

<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

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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