

kids City@Stanford School

Inspection report for early years provision

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Inspector Rebecca Hurst

Setting address Stanford Primary School, Chilmark Road, LONDON, SW16
5HB
Telephone number 020 8683 9606
Email g.harvey@kidscity.org.uk
Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

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

Kid's City at Stanford school opened in 2009. It operates from Stanford Primary School site in Norbury in the London borough of Merton. The groups operate from two large self contained buildings on the school site and children also access the school gym, library and IT room. There is a fully enclosed outside area.

The nursery is registered for 32 children and the out of school club is registered for 48 children under eight years on the Early Years Register. There are currently 15 children within the early years age group on roll. There are three staff and one volunteer employed to work with the children. Two staff have an early years qualification. Kid's City at Stanford school is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery operates wrap around care for the nursery children from the school. It starts at 11.45 and the children are then joined by the after school children from 15.05 onwards. The setting closes at 18.00. The setting operates school term times only.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, settled and confident in the setting, because staff develop warm and caring relationships with the children. They have easy access to a well arranged room where they are able to make choices from a broad range of activities which meet their learning needs. The provider of the setting consistently works to improve the provision through further training for all staff, which enhances the childcare practice and promotes good outcomes for children. The setting has an excellent partnership with the school, which results in a service that is responsive to the needs of its users.

What steps need to be taken to improve provision further?

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

- improve the registration process to show clear arrival and departure times of the children
- ensure learning intentions are included on the planning to enhance the development of the children
- ensure differentiation is included in the planning of activities to fully enhance the children's learning experiences

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm as the setting has comprehensive policies and procedures in place to safeguard children. All staff have a thorough knowledge and understanding of child protection and safeguarding children. The detailed policies and procedures in place explain the steps staff take to safeguard children.

Consequently, children are kept safe from harm and neglect. Thorough risk assessments are carried out on the building and the activities that are carried out in the setting. This ensures the children are kept safe whilst they attend the setting and the activities they participate in. Children's arrival and departure times are not clearly recorded, as they are on separate pieces of paper. Consequently, in an emergency staff have to find numerous pieces of paper in order to assess who has left the setting and who is still present.

The staff ensure children learn about the world around them and about festivals and celebrations from different cultures and religions. The setting has a good amount of resources to promote equality and diversity. Staff work extremely well with the teachers in the school and they compliment the learning they undertake with the activities they have planned whilst they attend the setting. Children join together with the pupils of the school to watch plays and shows as well learning about topics such as black history month. This provides an integral learning system. All resources are deployed well, and staff rotate resources during the sessions to stop children becoming bored and restless. All resources are stored to allow the children to enhance their independence skills by self selection, and they are also able to enhance their learning of early word recognition as all resources are labelled.

Staff have excellent communication with the teachers within the school. Staff talk to the teachers daily and passes on to the parents any information about the children's day. Staff work with the teachers to ensure the progress of the children is paramount and what they can be doing in conjunction with the school to aid the children's development. Parents receive daily feedback from the staff about the children's day at school and the setting. Parents receive a comprehensive booklet outlining the settings policies and procedures and their ethos. A notice board is available which displays menus and planning for the children. This ensures that parents are kept up to date with what is happening daily at the setting.

All staff work together to evaluate the setting, and assess what they are doing well and what they feel they need to improve upon. The provider is continually evaluating the training needs of the staff to ensure they are able to meet the needs of the children within the Early Years Foundation Stage. The children and parents are asked to participate in the planning and the self-evaluation process. They are given questionnaires to complete to gain their views on the activities and what works well and what needs to change. This is then fed into the following terms plans. This ensures children do not get bored with the activities, and that both the children and the parents have an active voice in the setting. As a result, the setting is responsive to its users.

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

Staff assign each child in the early years age group their own key carer when they start at the setting. They are responsible for the settling in of the children, making sure that observations are carried out on them. The key carer also ensures that the parents are aware that they are the key contact in the setting for their child's needs. Children are able to feel safe due to the vigilance of the staff. Staff explain to the children about the correct ways to move around the room and how to handle the resources correctly. Staff are also at hand to offer reassurance should the children require it. All activities help the children to develop skills for the future.

The staff plan for the individual needs of the children attending the wrap around nursery care. The next steps are completed each term to ensure the staff are fully aware of what they are working on in order to progress the children's development further. The staff work with the teachers and the parents to ensure they have the starting points of the children, this enables the staff to effectively plan to aid the learning and the development of the children. Staff have detailed observations on the children and ensure they relate to the six areas of learning. Planning is individual for each child, which recognises their uniqueness. However, planning currently does not show the full learning intentions for the activities. As a result, there are missed opportunities to be able to enhance the children's learning and development further.

Staff are calm and talk to the children at a level they can understand. Staff use a musical instrument to gain the attention of the children if the noise level rises. This ensures the staff do not have to raise their voices and it also ensure the children are paying attention. As a result, children are well behaved and are polite. Children are able to adapt a healthy lifestyle through the healthy and nutritious snacks that are provided by the staff. Children act as waiters and take the children's orders for what they would like to have for their snack. Children's independence skills are nurtured as they are given lots of opportunities to make their own snacks and their own drinks. Staff also gently remind children to wash their hands before they have a snack. This ensures they are protected from cross contamination and infection.

Activities are adapted from the nursery to the after school club. This ensures there is a mix of activities to meet the individual needs of the children attending. Children enjoy participating in ICT activities in the purpose built ICT suite. Children also enjoy making iced biscuits. All activities are aimed at all of the children attending. However, they do not have differentiation included. Consequently, more able children can complete the activities with ease and their learning is not stretched to their full potential. Nursery children enjoy cuddling up and having stories read to them and exploring the home corner. All children have access to a fully enclosed outdoor area which ensures they are able to develop their physical skills with good use of balls, scooters and other physical equipment. If children are not able to access the outside areas due to the weather, they are able to use the indoor gym. This ensures children are able to develop these skills not matter what the weather is like.

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	1
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
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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met