

# Kidz@work Ltd

Inspection report for early years provision

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**Unique reference number**

EY336446

**Inspection date**

16/02/2010

**Inspector**

Yvonne Victoria Facey

**Setting address**

Sheffield Business Park Ltd, 1 Europa View, Sheffield, S9  
1XH

**Telephone number**

01142 449600

**Email**

info@kidzatwork.co.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](mailto:enquiries@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.

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**

Kidz@work Ltd was registered in 2006 and is situated on the Sheffield Business Park near to Sheffield City Airport in a purpose designed unit. Children come from the local community and the wider area. There are six playrooms, a large indoor play area with climbing and soft play equipment and two secure outdoor areas for children's use, with access to toilets, a kitchen, an office and storage space.

A maximum of 132 children in the early years age group may attend the nursery at any one time. Of these, not more than 52 may be under two years. The nursery is open Monday to Friday all year round, from 7am to 7pm. Children attend for a variety of sessions. There are currently 211 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 30 staff employed to work with the children and all hold recognised early years qualifications. The setting receives support from the local authority. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The nursery is very well organised and committed to improving the outcomes for children. Partnership with parents is a key strength within the nursery. There are excellent resources provided for children that are well planned to meet individual children's needs. The partnerships with other early years providers are developing. The nursery is committed to training and updating staff skills. They show a driving ambition to continually improve the service they provide.

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

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

- further develop practice to enhance all children's learning, particularly children who speak English as an additional language, and further consider planning for children with different learning styles.

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

The setting has a very good understanding of safeguarding procedures. Staff are familiar with the policies and procedures to follow should they have concerns regarding children's welfare. Risk assessments are carried out regularly to keep children safe in all activities, and staff are deployed effectively to ensure children are fully supervised at all times. There are excellent partnerships with parents

because the nursery provides a number of systems to involve them in their children's care and learning. Parents are very happy with the service they receive. The parents spoken to at inspection highly praised nursery staff for their support and informing them about the care of their children, for example, the use of email, web cameras that parents have access to and newsletters. Parents are informed about their children's progress through discussions, and overall good written progress assessments are completed regularly. A parent governor system has been introduced to further develop relationships with parents. There are sound links with other providers and agencies that are involved in children's lives to ensure consistency in care and learning.

The nursery successfully evaluates the service and uses a number of systems to ensure they have a good overview, including feedback from parents, staff and children. For example, parent questionnaires are completed, staff put their views forward in staff meetings and older children are asked their point of view regarding any changes to their rooms. As a result, the nursery is continually evaluating the service and improving outcomes for children.

There are excellent resources available to meet children's individual needs. One member of staff within the nursery is responsible for assessing the resources provided for individual children alongside discussions with key persons and room supervisors. As a result, children are provided with toys, furniture and equipment that are tailored to their individual needs. In addition, children have excellent choices and access to their activities and resources.

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

Children are happy and well settled in the nursery. Staff are kind and supportive to them and ensure their individual needs are met. The staff provide children with a wide range of resources and stimulating activities that help them to make good progress in their learning. Staff make sensitive observations and assessments, and use these to plan activities and recognise the next steps. Overall, these are accurate and detailed, although the nursery is developing this further.

Staff assess the children's learning environment well and make appropriate changes to enhance children's experiences. As a result, children are interested and motivated in their learning. Children explore their environment with interest and excitement. For instance, babies have room to crawl, roll and pull themselves up to standing positions.

The nursery uses a number of external personnel to aid them in providing children with a range of new skills for the future and enhance their learning. For example, they have weekly French lessons that are fun and most children thoroughly enjoy, although some younger children lose interest due to their concentration skills, but they do participate and enjoy it when they are engaged. They also have a garden where children learn to grow vegetables and pick these to have for snack or give to the chef to cook for their lunch.

Children have good opportunities to develop an understanding of healthy lifestyles, and parents are included which continues this understanding at home. For example, the chef has designed recipe cards for parents so they can cook healthy meals that their children have enjoyed at nursery. In addition, the nursery has a physical education teacher to explore physical exercise. Freshly prepared meals and snacks are provided that are nutritious. Children use their own toothbrushes after lunch.

Children have positive learning experiences in the outdoor play area. These are well planned and overall, children have stimulating experiences that enhance their learning. For example, they have a road built that has speed bumps, gardens where they grow vegetables and plants, and have an area to make dens. There are positive arrangements to ensure that children feel safe within the nursery. Children understand the importance of tidying up after their play to minimise any hazards. For example, children use the brush to sweep up sand, saying they might slip on it. There are regular evacuation practises and staff understand that some children find this frightening, but have discussions with them to reassure them. Children are involved with activities to understand how to keep themselves safe, such as topics of 'people who help us', air ambulances and road safety. These discussions and topics have a positive impact on children. For instance, one parent approached staff to praise them for the work they had done in this area because it had a good impact on her child's awareness of road safety. There is some understanding that children of different groups have different learning styles and that support is required. However, the overall planning for these children is not consistently considered throughout the nursery. The staff provide children with a balanced range of experiences that develop their skills for the future. They have positive opportunities to learn about similarities and differences through discussions with staff and planned topics.

## 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	1

### 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

<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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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