

# Little Monsters Kindergarten

Inspection report for early years provision

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**Unique reference number**

EY358779

**Inspection date**

01/06/2010

**Inspector**

Ingrid Szczerban

**Setting address**

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**Telephone number**

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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*.

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.

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

Little Monsters Kindergarten and Out of School Club is a privately owned setting that has been running for a number of years and was registered with a new provider in 2007. It operates from five rooms in a converted building in the centre of Bradford, West Yorkshire. One of the rooms is used by the out of school club. Access is gained via a small number of steps leading down to the setting's entrance. An enclosed outdoor play area is available.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 44 children under eight years, of whom 44 may be in the early years age group. There are currently 36 children on roll in the nursery and six in the out of school club. The setting is open each weekday from 7am to 6pm all year round, with the exception of bank holidays. The setting currently supports a number of children who speak English as an additional language, and some with special educational needs and/or disabilities.

There are seven members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Sufficient attention is given to meeting the learning and development needs of children. Children take part in a range of activities and make steady progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. Partnerships with parents, carers and external agencies are positive. Predominantly satisfactory systems are in place to promote the welfare needs of children. The provider assesses the setting and identifies areas for improvement. A satisfactory capacity to continuously drive improvement is demonstrated to ensure that outcomes for children develop positively.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare).
- 08/06/2010

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

- ascertain and record information from parents regarding children's abilities when they first start at the setting

- extend the opportunities for babies to be able to explore a range of natural materials
- further develop the observation and assessment arrangements for individual children to consistently clarify their next steps in learning across all areas of learning.

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

Children are adequately safeguarded. All staff are suitably vetted and adequate health and hygiene procedures are adhered to in practice. The premises are warm and clean. Staff wipe children's noses and remind them to wash their hands before eating. Children use individual paper towels to prevent the risk of any cross-infections. The staff have a satisfactory understanding of child protection issues and the action to take should the need arise. Comprehensive written risk assessments are implemented for the premises and for specific types of outings to keep children safe. Staff are suitably trained and supervise children well. Children can safely access their toys and resources, which are stored at child height to give them confidence and promote decision making. All relevant details of children are kept, and most written consents from parents are obtained. However, the setting does not have written permission to seek any necessary emergency medical treatment or advice for all the children who attend. This is a breach in regulations. Sufficient staff hold a current first aid certificate. An accurate, up-to-date register of attendance for children and staff is kept and visitors to the setting are logged.

There are basic systems in place to evaluate the service offered. The recommendations made at the last inspection have been met, resulting in improvements in safety and welfare arrangements for the children. The setting receives visits from an advisory teacher to help them with the delivery of the Early Years Foundation Stage. Regular staff meetings are held and ongoing training is encouraged. Each week, staff meet briefly to evaluate children's responses to activities, their individual interests and to plan. The policies and procedures for the setting are regularly reviewed. Parents are requested to complete questionnaires and they talk to staff. As a result, everyone is involved in the evaluation of the service and areas for improvement are identified and acted on. For instance, three members of staff are enrolled to update their first aid training next week.

Partnerships with parents and carers are good. There are effective systems in place to exchange information and extend children's learning at home. For instance, the monthly newsletter informs parents of current themes, daily information sheets are completed for the parents of the youngest children and child development records are freely available to them. Parents are invited to discuss their child's development with staff in detail by appointment and to accompany their children on trips. Links with other settings delivering the Early Years Foundation Stage are in place to complement children's learning and share information. The teachers from the schools that children will attend visit the setting prior to them leaving. There are good systems employed to link with other agencies, such as the special educational needs coordinator, to meet the individual needs of children and their families.

Inclusive practice is promoted by gathering important information from parents regarding children's individual needs, to help support their overall care and development. Children with special educational needs and/or disabilities receive appropriate support from their key worker. The environment reflects the diversity of the backgrounds of the children who attend and a range of people in the wider world through positive images of different ways of life, which are shown in toys and displays. This helps all children feel welcome. The personal dietary needs of children are catered for and support is given to children who speak English as an additional language. For instance, most of the staff are bilingual. Children are independent. They select their own toys and equipment, and individual children's artwork is on display so that they feel valued and develop good self-esteem.

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

Children make steady progress in their learning and development. Generally satisfactory observations and assessments are made by the staff who are key workers for the children. These include what children are interested in and on the whole, but not consistently, their next steps for learning and progression across the six areas of learning. Relevant information is obtained from parents about their child's level of ability before they begin, which helps the staff to plan for their individual interests. However, this information is not recorded in the development files, which results in a lack of clarity about their rate of progress. Babies individual routines are displayed in the room and followed by staff to make the transition between home and the setting as seamless as possible. Children take part in a range of activities which are both adult-led and child-initiated. They are supported well by staff as they play.

Children learn about their personal safety and how to remain safe as they play. For instance, they are reminded not to walk around the room with scissors and staff explain that they could hurt themselves. Sufficiently healthy, balanced and nutritious food is given to children and they eat with good appetites. The menus include food from around the world, such as curries and pasta dishes. Children wash their hands before eating and after using the toilet. The routine is well established so that many of the children perform this action automatically. Babies feel safe in their environment. They engage well with the staff and smile and clap their hands to familiar nursery rhymes.

Children are happy and settled. Regular routines based around their needs are provided. They enter with confidence and are eager to play. They seek out their preferred activities and begin to make friendships with their peers. Children respond happily in this environment which is well organised, enabling them to be independent and develop skills for the future. For example, they make decisions about what to play with and learn self-care skills, such as putting on dressing-up clothes and their own coats. They like to help adults, for instance, at story time they help to hold the book. They learn to take responsibility and gain self-confidence. The children display good manners, are well-behaved, interested and occupied in the setting, and enjoy warm relationships with the staff. Staff support

new children well. They respond sensitively to children's need for physical reassurance, giving them cuddles for comfort. Therefore, after watching others for a while and when they feel ready, children eventually join in with others.

Children learn about the world around them on outings. Regular outings are undertaken, for example, to see tropical fish and to the zoo, parks and museums. Role play helps children to understand how the world works and gives them opportunities to express their ideas. The home corner is made into a post office. A child puts on a red dress and selects a big silver bag, stating 'I am Postman Pat'. They gather bundles of cards to put in the bag and set off to deliver them to people in the room. Babies like to investigate their surroundings. They listen to the noise made by shakers and musical toys. However, there are limited opportunities for them to play with natural materials.

Children show an interest in problem solving and numeracy. They can count forwards and are beginning to learn how to count backwards and to recognise numerals. The toddlers are very good at matching the shapes of puzzles and can fit together construction toys. Children love to be physically active. Babies are given enough space and encouragement to practise their crawling and walking skills and children delight in playing parachute games. Children of all ages communicate their needs effectively using sounds, gestures, and simple and more complex sentences. They can listen well, enjoy books and are encouraged to contribute their own experiences as stories are read.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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