

Creative Kids Childcare

Inspection report for early years provision

Unique reference number	115344
Inspection date	29/06/2010
Inspector	Linda Margaret Nicholls
Setting address	West Street Family Centre, 105 West Street, Erith, Kent, DA8 1AW
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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).

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

Creative Kids Childcare Limited was registered in 1999. It is managed by a committee and operates from a hall and a room in the Youth and Family Centre, Erith, in the London Borough of Bexley. Creative Kids Childcare provides a pre-school, crèche and out-of-school care.

Registration is for a maximum of 40 children in the early years age range at any one time. There are currently 64 children in the early years age range on roll. Creative Kids Childcare is open Monday to Friday from 9am to 6pm. The pre-school operates from 9am to 11.45am and from 12.30pm to 3pm, term time only. The crèche is not operating. The after school club operates from 3pm to 6pm. The holiday club operates from 8.30am to 6pm.

There is a fully enclosed play area available for outside play. The setting supports children with special educational needs and/or disabilities and children for whom English is an additional language. The staff team comprises two managers and six members of staff who hold appropriate childcare qualifications. There are also three members of staff who are working towards qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a safe and secure environment in which positive, committed, relationships develop easily between adults and children. Staff are adapting to new systems of recording children's progress towards the learning goals of the Early Years Foundation Stage. Children are respected and valued as individuals. Consistent, caring routines follow individual needs and welfare requirements are effectively applied to ensure the well-being of all children who attend. The provision uses reflection and self-evaluation to drive continuous improvement in the service it provides, although a record of this is not yet available.

What steps need to be taken to improve provision further?

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

- identify individual next steps to learning so planning for progress towards the early learning goals can be effectively supported
- develop methods to monitor and record improvements to the service provided, specifically to refresh child protection training for designated personnel

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Clear and accurate records are maintained, safety policies are in place and staff know what to record and who to report to should they have any child protection concerns. Resources are organised to provide stimulating activities over the six areas of learning. Risk assessments are dated, identify hazards and indicate actions taken to minimise risk. An assessment is made for the occasional social outing when parents accompany the children. An emergency exit procedure is displayed and practised so that all children are aware of what to do in an emergency.

The staff team is committed to the improvement of the provision and has clear priorities and plans for the future, including updating child protection training. Reflective practice and focussed general planning ensures children enjoy a stimulating and motivating learning environment from the moment they arrive. Policies and procedures are being updated. Ongoing training supports staff to meet the children's learning and development needs. The provision is piloting the Every Child A Talker programme to support children's confidence and clarity in speaking. The provision is also being supported by early years teachers as staff adapt to new methods of recording children's progress. Documented self-evaluation is not available. Past recommendations have been met and effective welfare records are in place. Clear assessment of individual needs are carried forward from starting points supplied in discussion with parents. However, planning to support individual next steps to learning is not consistently documented so children's progress is unevenly supported. All children benefit from the shared expertise of local authority specialists and consultants who attend the provision. Equality and diversity are promoted throughout all aspects of care and learning, including the use of pictograms for children who have limited speech or who are non-verbal. Annual festivals and events are celebrated so that children learn about the local community and the wider world.

The partnership with parents is flexible and open. A poster informs parents of the early years learning goals. Notices display daily events and items of interest. Information is exchanged during direct contact with key persons at delivery or collection time and via a reading book scheme that encourages reading at home. Links with other relatives or carers, such as grandparents or childminders are in place, so that extended learning is a recognised benefit.

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

Children play happily and settle quickly because staff are attentive to their needs. They sit close to children examining the pages of books, or sit with them to discuss the puzzles they are working on or the drawings they are doing. Children quickly become familiar with the routine of the day. They approach members of staff to request help tying on scarves as capes or skirts. Children feel confident to practise and acquire new language skills because staff listen closely to them and ask

questions that make them think. Their individual needs and interests are identified by capable, experienced staff who use these to support individual progress. Children increase in confidence as they speak to the large group or learn new words such as curly, straight and smooth to describe varieties of hair. They listen avidly at group story time to books such as *The Gruffalo* or sit close to individual members of staff who ask them questions about characters such as Lucy Ladybird or Buddy Bee. Children cooperate to develop composite posters throughout the year. A large paper Cross of St George is used as a base for a display entitled *People Who Help Us*, identifying members of the emergency and medical services. Children develop memory and knowledge of number as they help staff count the number of children on the steps in the outside play area. They learn to take add one or take away one more as they sing songs such as *Five Flying Saucers*. Resources, such as kitchen units, chefs hat and oven gloves or scarves of various materials, provide props for extensive imaginative play. Children problem solve, supported by members of staff who give them time to accomplish the goals they have set themselves, such as completing increasingly difficult puzzles or tracing round the edge of animal stencils.

A newly refurbished outside play area encourages children to challenge themselves with stimulating physical activity. They enjoy running up the slope and rolling or sliding down it; they roll and catch hoops or kick balls to one another. Children experience a range of textures, smells and colours as the seasons change. They smell the leaves of the aloe vera plant. They learn to compare size of pots, count the leaves and that plants need water to grow. Photographic evidence shows them enjoying their play in the snow during winter. Children listen to others and join together to sing the ABC song, they follow the movements of songs such as 'Simon Says...' and 'Draw a square in the air...'. Children mould and cut the play dough with scissors. They use a range of brushes to paint the outside walls with water, watching it evaporate with close attention. They freely draw or use pencils and paper as they play with telephones and interactive equipment such as first level computers. They know their work is valued because their work is labelled, displayed and taken home.

Children learn to play safely. They know to sit under the awning when they are warm or to move back into the cool hall. They develop friendships as they queue patiently for their choice of drink and fruit at snack time. They sit together in small groups with members of staff who encourage them to talk about things they enjoy. Tissues and paper towels are readily accessible. Children are increasingly independent in their personal hygiene routines and know to put the used paper towels in an adjacent bin. Children make a positive contribution to the routine of the day as they tidy away toys before snack and whole group activities. Children negotiate and respect each other as they socialise and listen to what others have to say.

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