



## **Kool Kids Care Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313932
<b>Inspection date</b>	31 January 2006
<b>Inspector</b>	Andrea Rockett
<b>Setting Address</b>	Canal Lane, Lofthouse, Wakefield, West Yorkshire, WF3 3HU
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<b>Registered person</b>	Kool Kids Day Care Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Kool Kids Day Care Limited has been registered since 2005 and is privately owned. The premises are situated in a rural area on the outskirts of the city of Wakefield. Care is offered from two play rooms, a baby room and an out-of-school room. There is a fully enclosed outdoor area for play. The setting is open from 07.30 to 18.00 Monday to Friday for 52 weeks of the year except for Bank Holidays. Out-of-school care is available 07.30 to 9.00 and 15.00 to 18.00 term time only. The setting is registered to care for 59 children under 8 years of age. There are currently 50 children on roll. Six staff are employed, of which three hold appropriate childcare qualifications. There is also a children's chef. The setting receives support from the

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a warm, clean and well maintained environment. Staff understand the importance of having health and hygiene procedures in place to protect children from infection so that they stay healthy. For example, staff use individual cloths to wipe children after meals and messy play. Children are encouraged to wash their hands regularly throughout the day and they successfully use paper hand towels. Regular nappy changing routines are in place and staff wear aprons and gloves and dispose of soiled nappies appropriately. There are clear details for the exclusion of sick children to prevent the spread of infection and these are shared with parents.

Fresh fruit and toast are offered to children at snack times and fresh food is used at meal times to promote healthy eating. The children's chef ensures menus are in place to suit all children's individual needs, such as, vegetarians. Meal times are social occasions and children are encouraged to become independent in feeding themselves. Older children enjoy the responsibility of setting out the cutlery on the table and learn to distinguish between knives, forks and spoons. Staff note the facial expressions young babies make in response to their affectionate attention whilst feeding them their bottles of milk.

Staff recognise the signs of tiredness in babies and young children, and act upon this knowledge to plan and support appropriate periods of rest and activity. Children enjoy action rhymes, such as, 'Miss Polly had a dolly' and 'wind the bobbin up'. They learn to follow the movements and move in time to the music. However, activities for children to engage in physical play are limited. Babies have opportunities to exercise as they have freedom to practise their crawling skills whilst on the floor. Children show an awareness of space within their environment as they show respect for each other's personal space.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children have sufficient, safe space to allow them to enjoy a variety of activities. Good quality resources and toys are available and easily accessible by the children which promote their independence and choice. For example, toddlers are able to help themselves to a varied selection of musical instruments. The environment is bright and colourful and furniture is of a suitable design and conforms to safety standards. However, furniture to enable staff and babies to experience comfort is limited. Children's risk of accidental injury is minimised as staff conduct risk assessments to reduce potential hazards.

The setting has effective security precautions in place, for example, there are numbered key code pads on the gate and door into the premises. Children are supervised at all times and there is a clear procedure to follow in the event of a child being lost or not collected. Staff explain safe practices; for example, "please come and pick these toys up so no one falls and hurts themselves". This develops children's awareness of cause and effect. Out-of-school children are escorted to and from the school and staff have a checklist to ensure no one is left behind.

The welfare of children is given priority and medication and accident recordings are in place. Children are protected as staff have a satisfactory understanding of child protection procedures. However, the child protection policy does not contain procedures in the event of an allegation being made against a member of staff or volunteer. Children learn about fire safety as the evacuation procedure is practised with them, which helps them to learn to keep themselves safe. Staff maintain regular, informal communication with parents, which develops partnerships between all those involved in keeping children safe.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children settle happily and develop confidence in the setting. Babies enjoy cuddles and physical closeness, enabling them to feel secure and play contentedly. They learn that by shaking a colourful rattle it produces a noise and they repeat this action for effect. School children accessing the out-of-school club encounter fun and laughter as they relax in the homely environment. They spend time with friends playing board games and state, "my favourite game is Buckaroo!". They are familiar with the staff and each other and enjoy completing jigsaws with staff members. Children are provided with imaginative resources which supports their imaginative learning. For example, they engage in role play as they wear wings, glitter wigs and plastic slip-on shoes.

Staff develop children's colour recognition by questioning them effectively as they choose different coloured paints. Children show interest in a range of purposeful, first-hand activities, such as, dipping a brush into paint and making marks on their paper. Staff talk to children about the patterns and marks they make which shows them they value what they do. Children listen with pleasure to stories and enjoy looking at books as they become aware print carries meaning. They construct with a purpose as they build towers with coloured wooden bricks and show they are aware of shapes as they identify triangles and circles.

Children move freely with pleasure and confidence as they ride the hobby horse around the room. They engage in craft activities; for example, making party hats to celebrate a friend's birthday and use scissors, glitter, glue and tissue paper to help create their designs. Children access toys freely and enjoy pressing the plastic frogs to make them jump across the table. Toddlers play with dolls and pretend to feed them by placing a spoon to their mouths. As they learn to do things for themselves they gain confidence, knowing that the adult is close by, ready to give support and help if needed. Staff talk to the children and ask them questions that extends their

learning and experiences.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children develop a sense of belonging to the setting. They become familiar with routines and expectations. Babies enjoy secure relationships with trusted adults, who listen to them and are attentive to their needs. Behaviour is good and children are aware of the setting's boundaries. For example, they know they must ask staff when they need to visit the toilet. Staff sensitively help children to learn and share and take turns. They praise and encourage them, promoting their self-esteem and confidence. Children at the out-of-school club have devised their own club rules and calmly form a neat line when preparing to go to school.

Opportunities are in place for children to learn about themselves, each other and the world about them through toys and activities. For example, celebrations of Diwali, Christmas and the Chinese New Year are incorporated into the planning. Children are treated equally and have equal access to the range of activities and facilities available. The setting values and respects parents and a good partnership is established with them so that children's individual needs are understood. Effective transition at the beginning of the day shows a trusting three-way relationship has developed. Parents have a notice board which enables them to access information about the sickness policy, menus, fire procedure and monthly topics.

Daily diaries are used for recording activities for children under 2 and these are shared with parents. There is an induction process for all children with their parents and a prospectus about the setting. Parents talk informally each day with staff to exchange information about routines and activities and this helps the children feel secure and confident. The setting has written policies and procedures and provides parents with a newsletter to keep them up-to-date with their news. Parents enjoy the relaxed and comfortable relationships with staff which ensures there are shared strategies for consistency with home.

### **Organisation**

The organisation is satisfactory.

The joint owner/managers have a clear vision for the future of the setting and act as good role models, which helps to build a committed team. Staff work well as a cohesive team as they promote children's welfare. However, children do not belong to a key group with an allocated member of staff. The environment is bright and organised in a way that allows children to access areas of play. Staff are appropriately vetted and have suitable skills to work with children; their details are recorded and kept up-to-date. They hold team meetings regularly and use walkie-talkies in the care rooms which enables them to communicate at all times.

Organisation of the planning is clear and is shared between all staff, enabling children to participate actively and make progress. Documentation of recordings,

such as, accidents and incidents are in place and up-to-date. All documentation is stored to maintain confidentiality and security. Overall the setting meets the needs of the children who attend.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop activities to ensure children engage in regular physical play to enable them to understand how exercise helps them to stay healthy
- provide suitable furniture to enable staff and babies to experience comfort in normal life experiences
- further develop the child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer
- ensure children belong to a key group which has consistent staff and each child is allocated to a member of staff.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

