



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY224991

DfES Number: 549075

INSPECTION DETAILS

Inspection Date 06/04/2004
Inspector Name Karin Lane

SETTING DETAILS

Day Care Type Full Day Care
Setting Name All Kids Ltd
Setting Address The Old Court House
East Court, College Lane
East Grinstead
West Sussex
RH19 3LS

REGISTERED PROVIDER DETAILS

Name The partnership of All Kids Ltd

ORGANISATION DETAILS

Name All Kids Ltd
Address East Court Mansion, College Lane
East Grinstead
West Sussex
RH19 3LS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

All Kids Ltd. opened in 2002. It operates from 7 self contained first floor rooms, and a ground floor vestibule, in a large building located in East Grinstead. There is an enclosed outside play space. The facility serves a wide area.

There are currently 79 children aged from 0 to 8 years on roll. This includes 7 funded three-year-olds and 5 funded four-year-olds. Children attend for a variety of sessions. The setting currently has no children who speak English as a second language or with special needs attending.

The group opens 5 days a week all year round, except Bank Holidays. Sessions are from 08:00 until 18:00.

There are 27 full and part-time staff. Over half the staff working with children have early years qualifications to NVQ level 2 or 3. 7 staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The setting provides good care for children. Staff are well qualified and have the opportunity to attend further training. Children are grouped appropriately, but space is not used to the best advantage. Staff are well deployed and there is a high staff: child ratio maintained throughout the day. Children are well supervised, with good procedures followed to check sleeping babies. All required documentation is in place. There is an ample range of toys to support indoor and outdoor activities, however the storage of toys does not encourage children to freely help themselves. Most equipment is high quality, but some chairs are the wrong height making it difficult for the children to sit comfortably at the tables.

The facility has a high regard towards safety, with regular risk assessments and most safety measures in place. There is good awareness of hygiene, with virtually all procedures followed. Some medication procedures are lacking. Fresh meals are

prepared on the premises, these are nutritious and close attention is paid to special diets and allergies. Children are treated as individuals and there are arrangements in place to support children with special needs. Staff understand their role and responsibilities regarding child protection, but lack information from the Area Child Protection Committee to refer to.

Staff devote their time to the children, making sure they are secure and happy at the setting. There is good knowledge of children's individual routines. Children have the opportunity to participate in a range of experiences and activities. These stimulate the children and promote development, however there appears to be limited forward planning for the over 5's, to ensure they are well occupied at all times. Appropriate behaviour management strategies are effective, enabling children to behave well most of the time.

Parent's are made very welcome. Information is shared daily, but there are no planned meetings unless requested by parent's.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There are effective systems for recording the attendances of children, staff and visitors to the setting. Head counts take place when on outings. This ensures that children are accounted for at all times.
- Staff are approachable, friendly and welcoming to the children, who respond well to them. This friendly environment ensures children are happy and well settled.
- The building is made welcoming with a child height mural on the stairs. Posters and plenty of the children's work is displayed within the setting. This welcoming environment allows children to feel at home.
- Good quality home cooked food is offered to the children. Children have plenty of fresh vegetables and fruit. Mealtimes are social occasions, with staff sitting with the children ready to aid and encourage them as necessary. Children are confident to use cutlery and pour their own drinks, this develops their independence.
- The use of daily sheets, message books, notice board and newsletters ensure that parent's are kept informed. Parent's questionnaires show that they are very happy with the care given to their children.

What needs to be improved?

- the disposal of paper towels;
- the procedures for medication;

- the complaints procedure to include details of how to contact the regulator;
- the information available for child protection.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	ensure the disposal of used paper towels is hygienic.
7	ensure that medication procedures are reassessed and followed by staff.
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.
13	ensure local area child protection information is available to refer to.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at All Kids Ltd is of good quality. Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff understand the foundation stage of education well. They link planning closely to the stepping stones. They make good observations and assessments of what children know and can do and use them to plan future learning. Plans show how children of all ages and stages of development will be included. The staff work directly with the children most of the time. However, some changeovers are poorly organised and children wait aimlessly for too long.

Leadership and management are very good. The owners are deeply committed to the nursery. They understand business management and the importance of compliance with regulations. They provide regular hands-on involvement in the day to day running of the nursery. They encourage staff to obtain and improve their qualifications. They work effectively with the manager to ensure the nursery develops successfully and take steps to identify and improve any weaknesses in the provision.

Partnership with parents and carers is very good. Parents receive appropriate information on admission which is augmented by regular informative newsletters and notices. They receive information about the foundation stage and about the records kept on their children, to which they are invited to contribute. Staff invite parents to contribute to topics and themes. Staff and parents exchange information informally when children are dropped off or collected, and the possibility of more formal meetings is under discussion, for example, plans are underway for an open morning. Parents are extremely positive about all aspects of the service provided and the progress their children are making.

What is being done well?

- The manager has developed very good planning and assessment systems. She ensures an observation form is completed for each child regularly, covering all areas of the foundation stage over time. Assessments of what children have achieved are used to inform the next cycle of planning. Plans show how activities will be adapted to meet the needs of children at different ages and ability. Plans and assessments are closely linked to the stepping stones.
- The provision for Knowledge and Understanding of the World is very strong. Plans ensure that all areas are covered. Children have a range of opportunities to learn from their direct experience and from the local environment. Outings, walks and visits are reinforced and supplemented by well thought out practical play activities.

- The owners provide strong, effective leadership. They ensure the staff they appoint have the skills and abilities to do their jobs and promote training opportunities to help them develop their skills. They provide a good example of enthusiasm and commitment. They engage in hands-on work in the nursery, supporting the staff while recognising and respecting their professional expertise. This helps build mutual trust and an effective working team.
- Partnership with parents is very good. Staff provide parents with information about the foundation stage of education and about the records kept on their children. Parents feel able to approach staff about their children at any time. They appreciate the progress their children make in all areas during their time at nursery and feel they are well prepared to start school.

What needs to be improved?

- the use of the role play area to provide a wide range of opportunities for children to learn about reading and writing for a variety of different purposes through play;
- the organisation of space and resources to maximise the opportunities for children to choose, plan, explore, experiment and learn from their mistakes;
- the provision of appropriate resources to allow children to work in comfort.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are self assured, friendly and chatty; they approach each other and adults confidently. They work well together and cooperate with adults. Staff encourage them to develop independence in dressing and in personal hygiene. The inaccessible organisation of resources does not promote independence and choice. Some poor organisation of room changeovers and mealtimes contributes to unwanted behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children use language well together to plan, discuss, negotiate and create imaginative play scenarios. Staff help children listen for and identify initial and final sounds in words and teach them to use basic sign language. Children do not learn about reading and writing through imaginative role play. Staff introduce formal handwriting before children have gained the necessary physical control so children start to develop inaccurate letter formations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff support children's learning in number and in shape, space and measure with well planned play. They understand how practical activities such as building with wooden blocks help children learn about shape and space. Routine daily activities such as pouring their own drinks help support children's understanding of weight and capacity. Staff do not always use incidental opportunities to count and compare objects in the real world.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide a wide range of interesting activities that ensure well balanced provision over time. Plans, closely linked to the stepping stones, show how trips out and about in the town and in neighbouring parkland are supported by practical craft activities such as creating maps for 'small world' figures. Children have a variety of interesting opportunities to share events that are important to them, and to learn to respect festivals that are important to other people.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

There is good provision for children to engage in vigorous physical activity. Children participate enthusiastically in regular dance lessons, developing grace and coordination. They learn to share space well. They use small tools confidently. However, the height of the tables in the wet area restricts the ease of their movements and hampers the acquisition of fine motor skills such as using knives and forks, cutting with scissors and pencil control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Staff provide many good opportunities for children to respond to a variety of stimuli such as music and stories. Children learn how to discuss and express their own opinions, preferences and experiences. They move enthusiastically to music during dance lessons. Some art and craft activities are adult dominated with predetermined outcomes or a restricted choice of resources.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the use of the role play area to provide a wide range of opportunities for children to learn about reading and writing for a variety of different purposes through play;
- reassess the organisation of space and resources to maximise the opportunities for children to choose, plan, explore, experiment and learn from their mistakes;
- improve the provision of appropriate resources to allow children to work in comfort.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.