



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN EY268276

INSPECTION DETAILS

Inspection Date 02/03/2005
Inspector Name Amanda Jane Tyson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kids United
Setting Address United Reformed Church
Elgar Avenue
Surbiton
Surrey
KT5 9JR

REGISTERED PROVIDER DETAILS

Name The Committee of Kids United

ORGANISATION DETAILS

Name Kids United
Address 41 Elgar Avenue
Surbiton
Surrey
KT5 9JH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Kids United pre-school opened in October 2003. It operates from two spacious rooms in a church hall, situated within a residential area of Surbiton, close to the A3, Tolworth Broadway and commuter routes to Kingston town centre.

The group serve the local community and are open four days per week during term time, they are closed on Wednesdays. Sessions are from 9.15am - 11.45am.

The group are registered to provide care for 26 children daily, aged from 2 to 5 years. There are currently 33 children on roll, who attend for a variety of sessions. The setting supports children with special educational needs and who speak English as an additional language. They are in receipt of funding to provide nursery education for 3 and 4 year olds and receive support from the early years development and child care partnership. (EYDCP) .

Five staff work with the children, two hold level 3 qualifications and one is working towards NVQ3, in early years child care and education. Two staff are employed as assistants and named bank staff are available to cover absences.

How good is the Day Care?

Kids United provides good quality care for children. There is a consistent and experienced staff team who work well together. The lines of managerial responsibility are clearly defined, a clear action plan demonstrates the settings commitment to continual improvement and staff are well supported to develop their skills and knowledge. Records and documentation are well organised, generally comprehensive and stored confidentially.

Interesting and stimulating activities are planned to provide a wide variety of play and learning opportunities. The children are happy, inquisitive and absorb themselves in play. Their self esteem and confidence is enhanced by staff's calm and positive approach to behaviour management and the children play co-operatively together. The key working system ensures staff get to know the children very well and high priority is given to meeting children's individual needs. Staff's commitment to supporting children who speak English as an additional language and those with special needs is particularly good. The procedure for settling in new children ensures a happy transition from home to nursery and their development is comprehensively monitored and recorded from admission to when

they leave. Play and learning resources are of good quality and sufficient in quantity to enable group play. However, the organisation of storage solutions, prevents children from using their independence and decision making skills to choose and select resources for themselves.

High priority is given to ensuring good health and hygiene practices and safety procedures are mostly effective, some improvements are required.

Parents hold the nursery in high regard. Staff's friendly and open approach ensures concerns are swiftly addressed and day to day observations are passed on to parents at the end of the session. However, systems for sharing comprehensive progress information is not consistently effective in practice.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Planned themes and topics provide interesting and exciting play opportunities. Children act out the story of Goldilocks and the three bears in role play and laugh as they bury their hands in a trough full of cold porridge. Parents are well informed of topics and group learning intentions, which is demonstrated by their understanding of the focus of size and grading in the current theme .
- Staff are clearly fond of the children and exploit opportunities to spend time individually with them. Large group times are effective and sustain the interest of all children. Their calm and innovative approach to behaviour management rubs off and children cheerfully visit all the activities and play beautifully together.
- Play and learning resources are of high quality. Staff are wise in their purchases and equipment provides varying challenges for all children, for example construction includes complex sets for older children with good cognitive skills and bigger piece sets for younger children with developing small motor skills. The new climbing frame enables a good level of controlled risk, with footholds, ladders and platforms.
- Children's individual records detail their progress and development against the benchmarks of both the "Birth to Three Matters" framework and the stepping stones of the "Foundation Stage" .
- High priority is given to meeting children's individual needs. Staff attend specific training to improve the levels of care and education provided for children with special educational needs. The learning of sign language is included in the nursery routine and used effectively by staff and children to support communication and proves particularly useful for children who speak English as an additional language. New and young children are well supported to settle happily into the nursery routine.

- The group demonstrate a clear vision and commitment to future development and most policies and procedures are comprehensive.

What needs to be improved?

- safety, with regards to radiator and water temperatures to prevent a risk of scalding and procedures for practising and recording fire drills
- partnership with parents, in relation to procedures for keeping them informed of children's progress and development and written information regarding complaints and child protection
- the organisation of toys and resources, to encourage children's independence and decision making skills, particularly with regards to creative and tools and materials.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
5	improve the organisation of resources so that children can help themselves and make their own decisions about what they want to play with.
6	improve safety by making the radiators and hot water temperatures safe or inaccessible to children and implement a system to record regular fire evacuation practices

12	improve partnership with parents by implementing a system to provide comprehensive information, regarding children's progress and development and update the complaints procedure to include the contact details of Ofsted, as the regulator
13	up date knowledge, and the child protection policy, to detail the procedure to follow in response to an allegation made against a member of staff.

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.