

Kids & Co

Inspection report for early years provision

Unique reference number EY410078
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Inspector Jennie Lenton

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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

Kids & Co opened in 2004. The group operates from four rooms within converted church premises in Hanley, Stoke-on-Trent and serves a wide catchment area. The group is registered to care for 72 children under eight years at any one time. Children up to the age of 11 may also attend the out of school provision.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 82 children on roll, of whom 3 are in receipt of funding for education. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities, and those who speak English as an additional language. The group opens five days a week all the year round. Sessions are from 7.30am until 6pm.

10 members of staff work with the children. Eight hold early years qualifications to National Vocational Qualification (NVQ) Level 2 or above, with one staff member currently working towards a level 4 qualification. The other two staff members are currently working towards a qualification. One staff member also has additional language skills. The setting receives support from the Early Years Development and Childcare Partnership. It is a link provision for the local children's centre and staff work in partnership with professionals from this establishment.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children of all backgrounds and abilities make excellent progress in this friendly and welcoming setting. Staff are skilled practitioners, working effectively with parents and other professionals to fully support every child. All policies and procedures are written to a high standard and reflect the superior practice. All staff, from most senior to junior, are enthusiastic, reflective and committed to continually improving outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing further opportunities for children to be involved in the local community
- developing staff understanding of the relevant paperwork relating to short and long term administration of medication.

The effectiveness of leadership and management of the early years provision

Staff have a superb understanding of their roles and responsibilities in relation to safeguarding. A fully comprehensive written policy is in place to underpin exemplary practice. All staff are required to undertake specialised training and a number of staff have also completed advanced training to ensure they are fully mindful of safeguarding protocols. All risk assessments are completed to a high standard and the management team audit these effectively to ensure any issues are promptly responded to. For instance, a rip in a changing mat is noted by staff and within an hour this has been replaced. Staff are vigilant throughout the day, ensuring children are well supervised and protected from accidental harm. They always check before entering another room to ensure children do not get harmed by opening doors and remind children of the importance of following safety rules, such as, not running. Robust systems are in place to ensure children are protected from unwanted visitors, with admission to the centre only given after identification of any callers has been made via an intercom.

Parents are encouraged to play an active role in their child's time at the setting. They are given newsletters about current topics and are regularly asked about how they feel their children are developing. At admission, parents complete a comprehensive 'social resume' to inform staff about their child's individual needs. This ensures staff are fully aware of each child's background and personality. Care is then catered to the individual, including support for those with additional needs or for whom English is an additional language. Staff are skilled in assessing children and putting in place professional support as required. For instance, they work in partnership with speech therapists and deliver small group work to help children with language delay. Consequently, all children are able to reach their full potential as they receive early intervention to help them make rapid progress. Time is taken to chat with parents on a daily basis so that any concerns or issues are promptly dealt with. Questionnaires are also routinely collated to take account of any parental views. These indicate a high level of satisfaction and particularly show that parents are extremely impressed with the professionalism of staff.

Staff attend regular training to enhance their skills and their enthusiasm to bring new ideas into the setting is impressive. They display a high level of commitment to their roles and are keen to take on advice and guidance as necessary. The current appraisal system is exemplary. Management ensure all staff are reflecting on their practice, assessing their strengths and weaknesses and accessing additional training to build on existing skills. Consequently, the setting has a well-qualified staff base who are constantly striving to improve the ways in which they work. The strong leadership ensures that forward thinking permeates the whole setting. All policies, procedures and practice issues are effectively monitored and reviewed to identify other ways to move the setting forward. Staff meetings are used productively to address any identified issues. For example, at inspection it was noted that not all staff were clear about the policy on administering long term medication and as a result this has been listed as an agenda item.

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

Children behave extremely well. They show respect for each other and for the setting, helping to tidy up and playing together harmoniously. They visit some local attractions and benefit from visitors from the community, such as a talk from a local fire safety officer. Further opportunities to explore the local area are being planned to develop their understanding and sense of community. Their health is well promoted as they follow clear hand-washing routines and are provided with nutritional meals that are freshly prepared on the premises. The setting has achieved a 'healthy eating award' as a result of its commitment to providing balanced meals. Children tuck in enthusiastically to chicken curry and rice, or a vegetarian alternative as required.

Children's personal, emotional and social skills are extremely well developed. Their independence is flourishing as they serve themselves at mealtimes and pour their own drinks. Older children develop their fine motor skills with cutlery as they cut up their fruit with staff supervision. They show interest in the different fruits and the seeds they find in the pear. This encourages their understanding of the natural world in a concrete and meaningful way. Physical development is also flourishing as children enjoy regular access to the newly developed outside area. They enjoy pedalling tricycles down the 'road' area, playing with balls and balancing on the climbing wall. Opportunities to grow vegetables in the new planting boxes are also available as the seasons change.

Children make excellent progress as they are provided with a wonderful range of interactive and fun activities that meet their individual learning and development needs. From the baby room to the out of school provision, children have access to a fantastic range of resources that encourage them to enjoy learning through play. Babies explore the 'black and white' area, developing their ability to focus and recognise shapes and patterns. They enjoy crawling on the soft play blocks, pulling themselves up and sliding down. In the toddler room, children benefit from the specially designed sensory area, relaxing in the 'under-the-sea' cavern and enjoying the flickering lights and different textured materials. Pre-school children play imaginatively with the toy farm, matching the different animals and then weighing them in the plastic scales, working out which animal is heavier and how to make the scales balance. All children access resources freely, dressing up, using the computer or playing with favourite toys such as dolls, cars and jigsaws.

Staff skilfully interact with children as they play, enhancing their experiences and developing their understanding through the activities they enjoy. For instance, with a child who is reluctant to play with other toys, staff use his interest in cars to make up games, matching the colours of the toy vehicles and counting the number of each type of car he has found. This encourages progression while enabling the child to feel comfortable with familiar items that he enjoys playing with. Similarly, another child is encouraged to use a dinosaur as a gluestick in a creative activity, as this holds the child's attention and enables them to overcome fear of a new experience. As a result of sensitive individual planning, all children are fully immersed in their activities, while developing new skills through an appropriate

level of challenge. Early literacy skills are developed as even young babies mark-make with easy to hold egg-shaped chinks or use paintbrushes in water to 'paint' the fencing outside. Older children develop their writing and reading skills as they trace the gel letters on the light box, sounding them out phonetically. They recognise individual letters as they pick out the day and month at circle time. Home languages are also incorporated into the setting. For instance, pictures and first words in Urdu are displayed alongside English. Different festivals and cultures are explored to ensure all children learn about the wider world and respect diversity. The attention to individual need and the provision of high quality activities, delivered by keen and knowledgeable staff means that all children are flourishing in this outstanding setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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

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