

Kites Corner

Inspection report for early years provision

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Inspector

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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

Kites Corner opened in March 2003 and offers free respite care to children under six years who are severely disabled, life limited or life threatened. Crèche care is offered to children in the early years age group and holiday care is offered for children up to 12 years.

The centre operates from a purpose-built building situated in a cul-de-sac in the residential area of Barnwood, on the outskirts of the city of Gloucester. Children are cared for in six areas including a playroom, sensory room, soft play room, art room, dining room and bedroom. Kites Corner serves the whole of the county. The enclosed outdoor space includes a safety surface area and a sensory garden with specially adapted play equipment for children with special educational needs and /or disabilities. There is a memory garden with a quiet area. The setting is open each weekday from 9am to 5pm all year round, except for bank holidays and Christmas week. Drop-in sessions are held each weekday, including a parent/carers' support group on Friday. Crèche facilities are offered on Tuesday and Wednesday from 10am to 4pm. A holiday club opens during school holidays. Overnight/weekend care is offered to two children from 4pm on Friday to 4pm on Saturday.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 10 children in the early years age range may attend the centre at any one time. There are currently 37 children aged from one month to under five years on the Trust roll. The crèche currently supports a number of children learning English as an additional language. There are five centre-based part-time staff working with the children in the crèche. Of these, the play leader has an early years qualification and four are qualified paediatric nurses, two of whom have an early years qualification. There are 35 qualified paediatric nurses on the nursing agency bank.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The centre offers a fully inclusive environment where children settle to be secure and happy. Fully developed knowledge about the children and their individual requirements enables professional staff successfully to promote children's well-being in the light of the type of provision. Many aspects of monitoring ensure that children achieve outstandingly, given their educational stages and starting points. Partnerships with parents and carers and all agencies involved in the children's care are key strengths and are significant in ensuring that their individual needs are consistently met to the highest standards. Excellent reflection and in-depth self-evaluation mean that plans for the future are fully focused to bring about further improvement to the centre and its 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:

- the consideration of ways to extend monitoring systems to ensure that children continue to have maximum engagement in each area of learning.

The effectiveness of leadership and management of the early years provision

The children are highly safeguarded, because of the centre staffs' excellent knowledge and understanding with regard to child protection procedures. Policies are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures for all staff which are repeated on a regular basis. The premises are entirely secure so that children can never leave unsupervised, and a clear, comprehensive risk assessment programme is in use so that they are safe at all times. Children are given excellent treatment should their health status change or an accident occur. All records are maintained to the highest standard and documentation is fully shared with parents and carers to support their children's well-being.

The staff accurately promote equality of opportunity. As a result, children are making outstanding progress in relation to their starting points and in their understanding that, although everyone is different, all are just as important. The crèche environment is inviting, for example, with the 'changing tree' mural, and is highly tailored to each child's needs to be safe and stimulating. The furniture and specialist equipment are fully appropriate for each child's stage and ability. The excellent deployment of resources encourages children to self-select activities of their choice, as these are stored or placed within easy reach. Dynamic plans include diversity, with the children having first-hand opportunities to learn about those with varying abilities. The vast range of high quality resources includes positive images of gender, age, disability and culture, such as posters, books and small world people. The individual needs of children are of over-riding significance when planning a suitable and extensive range of activities. Safe and stimulating play encourages consistent progress in the children's development.

The partnership between the centre staff and the parents and carers is exceptional, with both parties liaising closely to ensure children receive the care and support they require. Families report of their immense satisfaction with regard to the centre and the information they receive about the provision and their children's development, for example, through the website and home visits. They fully appreciate the expert care given to their children and the opportunities to be part of that programme, including involvement through the family committee and the detailed hand-over times each session. The staff also work substantially with a

wealth of other agencies providers that deliver the Early Years Foundation Stage, so there is full continuity of care that has a considerable benefit for all children.

The centre staff are very well qualified and continue to attend a wide variety of training courses, so they retain and further increase their high levels of knowledge with regard to the care of children in the early years. All adults work as dedicated and committed teams, and they are self-motivated and eager to maintain continuous improvement. Excellent self-evaluation involves staff, parents and children to prioritise areas for further development. This helps the centre to fully identify the provision's strengths and ensure that plans for the future are accurately targeted.

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

All children make outstanding progress in relation to their levels of ability as staff always recognise their achievements and plan effectively to meet their individual needs. Inspirational and innovative teaching motivates children so that the activities and experiences offered are highly stimulating and actively promote children's development. Starting points are clearly measured and ongoing achievements carefully assessed. As a result, staff have a clear picture of children's progress and development even though monitoring is not systematically achieved in the six areas of learning. They expertly use their knowledge of children's interests, their own observation programme and information from parents and other providers to effectively tailor plans to suit each individual. Children's development in specific aspects of the curriculum, such as communication, numeracy and development in information and communication skills are exceptional in light of their starting points to support their skills for the future. Children are best supported to explore their surroundings, to be as active and inquisitive as possible through the overriding focus on sensory stimulation. For example, a story time about aliens is fully enhanced by use of the sensory room's lights and sounds.

Children are eager to attend and respond to challenges with enthusiasm. They are well supported to show high levels of independence and to confidently select resources and activities for themselves. They are happy and form strong relationships with centre adults and, often, with their peers. The language-rich environment and readily available resources promote children's enjoyment of books and mark-making. For example, they make patterns in dough and with paint when using different parts of their hands. They enjoy exploring many different textures, including those on a 'texture wall' and solve problems in games such as 'Snakes and ladders' on the floor with a blow-up dice so all can take part. Children's knowledge and understanding of the natural world is enhanced as they explore plants in the sensory and fruit/vegetable gardens. Frequent responses to music and singing highly encourage children to express themselves in different ways. For example, they benefit from a 'Tap pack', a sensory musical activity with tasks at set times; they are fascinated by a range of instruments and move the slider on a trombone to make their own sounds. The excellent availability of

resources means that children may construct and create for their own purpose; for example, they drip glue and add glitter and shaped materials to make their own calendars as presents.

Key relationships are very strong so that children are happy and settled in the centre. They are reassured by staff who are totally caring and affectionate towards them. Children respond well to safely handle a range of resources, including technology equipment and craft tools. Appropriate to their ability, children gain exceptional awareness of how to keep themselves safe, for example, waiting to be accompanied through gates and working the 'traffic crossing' to realistically learn about road safety. Where applicable, children learn about fire procedures and appropriate action to take in emergencies and practices are carried out at different times to include all users.

Babies and children are extremely content and settled because their individual health, physical and dietary needs are supported to an exceptional standard. Hygiene is of paramount importance throughout the centre and children always wash their hands after craft work or being in the garden and before eating. Children have regular access to drinks and water is readily available at all times; their specific dietary needs are fully met in close consultation with their parents. Children have innovative opportunities to engage in a wide range of physical activities, both indoors in the soft play area, and outdoors on specially adapted large physical equipment, including a roundabout and swings. In relation to their starting points, they gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

All babies and children show an extremely strong sense of security and belonging within the setting. For example, some respond enthusiastically with big beams to adults who suggest things they want. They display extremely high levels of confidence and self-esteem in relation to the context of the provision. Planning is fluid to enable children to build on their own interests as they are given all the time they want to explore materials, such as baking ingredients before mixing these together. The children display excellent behaviour as they are skilfully calmed and reassured.

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

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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	1
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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