

All Kids Ltd

Inspection report for early years provision

Unique reference number	EY224991
Inspection date	16/12/2010
Inspector	Janet Thouless

Setting address	The Old Court House, East Court, College Lane, East Grinstead, West Sussex, RH19 3LS
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Telephone number	01342 311757
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Email

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

All Kids Limited is a privately owned nursery and was registered in 2002. It operates from a self contained, suite of rooms in the Old Court House. East Court, East Grinstead, West Sussex. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register, compulsory Childcare Register and voluntary Childcare Register. A maximum of 46 children may attend the nursery at any one time. There are currently 90 children in the early years age group on roll. The nursery is open each weekday from 8.00am to 18.00pm all year round except bank holidays. The nursery supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language. Children are drawn from the surrounding urban and rural areas.

The nursery employs 17 staff including the proprietors, some of whom work part time. Of these, 9 hold appropriate early years qualifications and 5 are working towards a recognised qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming and child-orientated nursery, in which children and their families feel valued and fully included. Therefore, children are settled and enjoy their time with both adults and peers. The nursery is fully inclusive and caters for children with special educational needs and/or disabilities. The well established partnerships with parents ensure staff have an in-depth knowledge and understanding of children's individual needs to ensure they are continually supported.

The organisation of the nursery and skills of the staff team means that children are making good progress across all six areas of learning, given their age, abilities and starting points within the Early Years Foundation Stage Curriculum.

Management and the staff team are passionate about creating memorable learning experiences for all of the children in their care and there is good capacity for continuous improvement. They are in the very early stages of formalizing the self evaluation form to identify strengths and weaknesses.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further self evaluation systems for an ongoing review of practice to

- identify strengths and areas where improvement is needed
- develop the use of evaluation to tailor activities and experiences to each child's individual needs
- develop further systems for observation and assessment to show children's individual stages of development and next steps and use this information to tailor activities and experiences in the planning to each child's needs

The effectiveness of leadership and management of the early years provision

Staff are trained to recognise the signs and symptoms of abuse, and have appropriate procedures to follow, should concerns be raised. Their knowledge is kept up to date through regular training and staff adopt safe practice. There are robust systems in place to ensure that all staff are suitable to work with children and to ensure that any unvetted persons do not have unsupervised access to children. These robust measures help safeguard children's welfare.

All staff are clear about their roles and responsibilities and are confident in carrying them out, including working with other agencies to safeguard children. The nurseries range of policies and procedures are shared with parents, reassuring them that their children are kept safe.

Comprehensive risk assessments both on the premises, within outdoor play and on outings are in place covering all aspects of nursery provision. The well organised use of space available ensures children's personal safety and well-being at all times. Staff are vigilant in enabling children to keep themselves safe, such as reminding them to listen to instructions, wait in a line before traveling downstairs to prevent falls and to hold scissors down and away from others at the craft table. All these measures help to minimise risks to keep children safe.

Partnerships with parents is good and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. Effective settling in procedures are in place to meet the individual needs of children and their families alongside a key person system. As a result, children's welfare and sense of belonging is promoted. Each parent and child is greeted warmly on arrival where a member of staff records the child's arrival and takes them to their group room. This also gives parents the opportunity to raise and discuss any concerns or share information on their child. As a result, parents and carers are fully included in their child's care and education.

Partnerships with external agencies and schools are very good. Advice and support is sought from the local authority in supporting children with additional needs and their families. Staff have attended training on caring for particular needs and receive support from professionals such as a speech and language therapists. Close relationships have been developed with teachers from local schools to support children's transition from nursery to school.

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

On arrival at each group room, children show great delight as they are individually welcomed by key workers or familiar adults and peers. Older children confidently select their name for self registration then settle quickly to their chosen activity chatting happily to their peers. As a result, children feel safe and secure in the nursery and are forming very positive attachments. Planning reflects the children's interests which are supported by a good balance of adult-led and child-initiated activities. However, although systems for observation and assessment are in place some assessments of children's learning do not include the next steps in learning and staff do not evaluate activities and experiences to each child's individual learning needs.

Staff are supportive of children's play; they are on hand to guide and direct, and make good use of open-ended questioning to encourage children to extend their thinking in their chosen activities. For example, older children participate in discussions about Christmas by sharing family events such as attending mummy's office party. They discuss sprinkling glitter on Christmas trees and enjoy creating a Christmas snowy scene using a very wide range of craft materials to create different textures within their pictures. Younger children thoroughly enjoy role play. They care for their dolls and happily prepare meals to share with others. During discussion they proudly show their craft creations for Christmas. Children show a love of books which is supported by the welcoming book areas. They confidently take books to staff members whom they know will happily read to them and snuggle down comfortably to listen.

Children's communication, language and literacy skills are given good levels of support and encouragement. They listen intently to stories read by staff and enjoy the use of puppets and props which helps the stories come alive and holds their attention. Further opportunities are available for children to visit the library to access a greater selection of books. Older children are able to identify letters within their name with many writing their individual names on creative work. Younger children are given many worthwhile opportunities to scribe for a purpose. Numeracy and problem solving form part of the children's daily activities, through adult-led and child initiated activities, such as how high they can build a tower of bricks before it falls thus working together collaboratively.

Good use is made of the outdoor area where children participate fully in physical activity. They enjoy use of the good range of climbing apparatus' and happily participate in games. The nursery is set in the grounds of a large park so children participate fully in planned and spontaneous opportunities to go on autumn walks, collecting conkers, leaves and bark.

Children have good opportunities to learn about the diverse society in which they live and value differences. They celebrate a variety of different cultural festivals to gain an understanding of varying cultures and beliefs. They access resources throughout their daily play which increase their awareness of gender, culture, disabilities and learning difficulties. Children have developed close friendships with

their peers and show flexibility by adapting their behavior to different events. For example, children happily wait their turn when lining up to go outside to play, whilst waiting for their snack or craft activity. They are well behaved and are beginning to show an understanding of the importance of being kind and considerate to others.

Children are encouraged to adopt healthy lifestyles because the nursery promotes healthy eating. Children receive healthy meals and snacks which contain a range of fresh pulses and vegetables and enjoy snacks of fresh fruit and bread sticks. They develop good personal hygiene routines as they wash their hands prior to and after eating their meals, after messy play activities and toilet routines. Children identify when they are thirsty. For example, they help themselves or are reminded to drink water on offer to quench their thirst. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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