

Kiddiewinks @ Sandringham Primary School

Inspection report for early years provision

Unique reference number

EY416858

Inspection date

20/01/2011

Inspector

Jane Hughes

Setting address

Sandringham Primary School, Sandringham Road,
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Telephone number

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kiddiewinks @ Sandringham Primary School is a privately owned setting. The proprietor works as the manager. The setting was registered by Ofsted in 2010. It is located in a single storey building in the grounds of Sandringham Primary School in the Intake area of Doncaster. The children have access to a playroom and associated facilities including toilets, and secure outdoor play spaces. Access to the premises is via a ramp at the front of the building. Children are also able to use the school hall when required.

A maximum of 16 children aged two to eight years may attend the setting at any one time. There is also wrap around care for children up to the age of 12. The setting is open Monday to Friday, 7.30am to 6pm all year round, providing funded early education for children aged two, three and four years. Children attend for a variety of sessions. There are currently 54 children on roll. Of these, 32 are under eight years and, of these, 28 are in the Early Years Foundation Stage. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities.

A team of five staff, including the manager, are employed to work with the children and all hold relevant early years qualifications. The manager holds an National Vocational Qualification (NVQ) at Level 4, three other assistants hold an NVQ at Level 3 and one member of staff holds an NVQ at Level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy learning in the relaxed and welcoming environment that staff create. Adults work well with parents, carers, support agencies and other settings and this is appreciated by families. A secure focus on inclusion enables adults to identify and meet children's individual development needs. Although the setting promotes most aspects of children's welfare soundly, some of the checks and records required for the safe and efficient management of the setting are not fully in place. There is limited use of resources to promote children's mathematical development and also their awareness of diversity. The setting's secure systems for self-evaluation show satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep records of the information used to assess staff suitability, including the CRB reference number, the date of issue and ensure these are up-to-date
- 20/01/2011

(Suitability of persons to care for, or be in regular contact with, children)(also applies to both parts of the Childcare Register)

- conduct a risk assessment and review it regularly – at least once a year or more frequently when the need arises. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

03/02/2011

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

- ensure that mathematical resources are readily available both indoors and outside
- use appropriate resources to enable children to learn positive attitudes and behaviour towards people who are different from themselves.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting procedures generally assure the suitability of adults to work with children. Although Criminal Records Bureau disclosures are undertaken the records of staff suitability were not maintained and some disclosure numbers and dates of issue were not included. Staff hold appropriate early years qualifications and are aware of the procedures to follow if they have concerns about children in their care. Although staff check that the setting and equipment are safe and secure before children access them, there is no record of risk assessment of the provision clearly in place this is a breach of a specific legal requirement.

The leadership and management have a secure view of what they want to achieve, and show ambition in striving to raise the quality of provision. Self-evaluation identifies weaker and stronger areas of practice. Staff meet regularly to discuss what is working well, where improvements could be made, and to plan for children's future learning and development. The local authority supports the setting's improvement.

Staff establish positive relationships with parents and carers who strongly appreciate the setting's leadership. They feel well informed about policy, procedure and expectation, saying that 'the children thoroughly enjoy their time here'. The host school supports the setting's work through regular contact between staff. This supports continuity of care and the key points associated with individual children's specific learning and development requirements. Staff are deployed effectively as a team and with adequate resources to meet the needs of all groups of children, including those with special educational needs and/or disabilities. Adults adequately promote equality and diversity. They seek external expertise when appropriate.

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

The club provides a satisfactory range of activities both indoors and outside to help children to make sound progress in all areas of learning. The recently completed spacious outdoor area is popular with the children. They develop confidence as they interact positively with one another and learn to share and take turns. When they forget, staff quietly remind them. Children behave well and show respect for others. Adults ensure that children get off to a good start to the day at breakfast club or have time to relax after a busy day in school.

Staff ensure that children follow hygienic practices such as washing their hands before eating. Children enjoy a range of healthy foods, including a variety of fruits and vegetables at snack or lunchtimes. The spacious new outdoor area allows children to run, jump, climb and to play imaginative games. They have a satisfactory range of resources at their disposal. They are able to use the computers, with varying degrees of competence, to produce digital pictures and they thoroughly enjoy this. All these opportunities help to prepare children further for future success. They also practise routines that will help them to settle more easily into school life such as self-registration. Children regularly rehearse what to do in an emergency and staff draw their attention to potential hazards. Each key person is aware of the individual needs of the children for whom they have responsibility, including their medical needs and learning and development profiles. This continuity helps children to feel at ease and safe.

Children get on well together. They say that they like coming to the setting. Adults constantly engage children in conversations to support their communication and other skills. For example, at snack time, adults cut out toast in shapes, such as circles and squares, which children identify and then butter. Multicultural resources to help raise children's awareness of the diversity of the wider world are limited. Similarly, resources to promote children's mathematical development are not as plentiful or easily accessible either inside or outdoors and this slows their skills' development in terms of problem solving, reasoning and numeracy.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or to be in regular contact with, children) 20/01/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 03/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or to be in regular contact with, children) 20/01/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 03/02/2011