

Kickers and Dribblers

Inspection report for early years provision

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EY216176

Inspection date

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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.

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

Kickers and Dribblers Nursery and Pre-school is privately owned, and opened in 2002. It operates from a purpose built premises, set within the grounds of the Street Football Club, Somerset. There are four play rooms, a sleeping room, an entrance hall, office, toilets and kitchen. Children have access to a secure enclosed outdoor play area and use of the football field. The nursery has wheelchair access and disabled facilities. The nursery opens five days a week from 7.30am until 6.00pm, closing only at Christmas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children under eight years may attend the setting at any one time; of these, not more than 55 may be in the early years age group, and of these, not more than 27 may be under two years. There are currently 75 children aged from three months to under five years on roll, some in part-time places. The nursery also provides care, before and after school, for children up to 11 years. The nursery currently supports a number of children who use English as an additional language.

There are 12 staff employed to work with the children, of whom one manager holds a level 5 qualification. Six staff hold a level 3 early years qualification and one holds a level 2. A cook and a full-time administrator are also employed to support the staff. The nursery receives support from the local authority. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes the Early Years Foundation Stage learning and welfare requirements. Staff build positive relationships with the children, their parents, and others involved in their care and development. This means they are able to meet each child's individual needs and ensure an inclusive setting. Children are kept safe and secure, and most develop a respect for their own environment and the wider world. Generally good procedures promote children's awareness of healthy practices. Good observations and assessment result in children being effectively challenged to make progress. Regular reflection and self-evaluation ensures continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the older and more able children's understanding of right and wrong with regard to demonstrating respect for the environment

- extend the use of appropriate hand drying equipment, as stated in the policy, to prevent the spread of infection

The effectiveness of leadership and management of the early years provision

Children are safeguarded through very good information obtained from parents and the good procedures implemented by staff. Very good checks are made to ensure suitable staff are employed. All staff attend child protection training that is regularly updated, to ensure they have a sound awareness of child protection issues. Fire procedures are displayed in every room along with an emergency bag containing safeguarding information, such as parents' contact details. Very good risk assessments are carried out throughout the premises on a regular basis to ensure risks to children are minimised. Any necessary equipment is installed, for example a stair gate to the laundry area. The premises remain secure at all times. Good nappy changing procedures protect children's health. Most staff hold a first aid qualification and each room has their own good supply of first aid equipment. All required documentation is in place and confidentially maintained.

The good deployment of staff and resources are significant in children's learning and development. Through the observation of the benefits of role-play, staff have adapted a part of the premises into a town. This supports children's holistic development. For example, children develop climbing and balancing skills as they scale the side of a climbing frame that is used as castle. The library provides puppets and a range of books for stories and information, which promotes their skills for the future. The baby room provides well maintained resources that stimulate the children's senses. Signs and words, displayed throughout the nursery, ensure all children can make choices and understand the routines. Babies sit safely in low-chairs with sides to support them, and all children access the well resourced garden.

Good partnerships contribute to children's development and well-being. Individual routines are established with parents and other professionals to accommodate the individual needs of children. Parents receive regular feedback on their child's development through discussions and written documentation, including formal meetings and progress reports. Staff develop positive relationships with the parents, which helps to ensure that each child's individual needs are met. Babies' routines are recorded and regularly updated as things change, in order for their key person to continually meet their needs.

Systems are in place to continually review practice and ensure continuous improvement. All staff have opportunities to attend training and feedback to the whole team, in order to update their knowledge and share good practice. As a result, letters and sounds activities have been introduced and children take books home to share with their parents. The pre-school has been re-organised to minimise hazards, and outdoor shoes are not worn in the baby room to protect them from cross contamination. These aspects of the provision were raised as recommendations at the last inspection. Weekly evaluations are carried out on the activities provided, and all staff are involved in self-evaluation, to feed into the

whole group evaluation of the setting. Parents have good opportunities to provide suggestions and give their opinion on the setting. Planning and assessment is regularly monitored, and has been changed following staff training and development. Managers oversee all assessment records to ensure consistency and provide appropriate support for key workers, where required. Staff now carry out risk assessments of their own rooms to promote their awareness of hazards to children. All policies and procedures have recently been reviewed and new policies introduced, such as care in the sun.

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

Children are settled and happy in the setting, and build strong relationships with each other and with the staff. They develop a positive awareness of people's differences and help to raise money for children in need. Special celebrations, such as Chinese New Year, are incorporated into the whole week so that all children can be involved. This gives them opportunities to develop skills, such as using chopsticks, and gain an awareness of other cultures. Regular visits to local landmarks, such as the Rural Life Museum, and opportunities to grow their own vegetables, support their awareness of their own environment. Children are encouraged to be aware of their own behaviour and consider the needs of others. Some children help to tidy up and look after the resources. However, some of the older and more able children do not always show respect for the toys, which results in them getting torn or broken.

Most children develop good personal hygiene routines and are developing an awareness of healthy eating. Children of all ages are able to access fresh drinking water in their own beakers. They are provided with healthy snacks and meals, cooked fresh on the premises. Topics on healthy eating, keeping fit and healthy practices are supported by visits from the dentist, nurse and optician. As stated in the policy, most children access liquid soap and paper towels. However, in the pre-school room children share a towel and sometimes leave it on the floor, which does not protect them from the spread of infection. Children are confident within the setting and through their play demonstrate an awareness of safe practices. For example, children wear goggles and safety helmets whilst using the toy workbench, and carefully use scissors at the table. Older children understand that running inside can cause accidents, and good interaction ensures babies and toddlers feel secure and confident in the setting. All children move freely around their rooms, which supports their independent learning. For example, a baby moves around the furniture to a toy which has caught their attention. They investigate what it does and work out that the buttons make it pop up.

Staff have a good awareness of identifying children's ideas and how they interpret their experiences, by using observation. They keep regular records of children's achievements and use these to plan for their progress. Good use is made of daily routines to support children's development. For example, older and more able children learn to chop fruit safely for their snack and learn the names of unusual fruit and vegetables. Good access to books enables children of all ages to enjoy

them. For example, a toddler takes a book to an adult who encourages their interaction, which promotes their communication skills. Staff use words and signs so that children of all abilities understand.

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	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	2
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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

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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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