

# Care 4 Kids Ltd

Inspection report for early years provision

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**Unique reference number** EY222802  
**Inspection date** 18/01/2011  
**Inspector** Frank William Kelly

**Setting address** Rainbow House, Agnes Street, Blackburn, Lancashire, BB2 2NR

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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

Care 4 Kids Ltd was registered in 2002 and is operated by a company. It is based in a converted detached property situated in the Mill Hill district of Blackburn. Children are cared for in five rooms over two floors of the property and have access to enclosed outdoor spaces. The setting primarily serves families living in and around the local community. The setting offers a flexible service which includes before and after school provision. It is open Monday to Friday from 7.30am to 6pm and provides an all year round service with the exception of Bank Holidays and a week at Christmas.

The setting is on the Early Years Register and is registered to care for a maximum of 85 children under eight years at any one time, of whom no more than 70 may be in the early years age range. There are currently 122 children on roll. Of these, 102 are in the early years age range. The setting provides funded places for the provision of early education for some of the three-and-four year olds. The setting is also registered to offer care to children aged over five to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The setting holds an Investors in People award. It currently employs 19 staff to work directly with the children. Of these, 16 hold Childcare qualifications to a minimum of National Vocational Level 2, with the majority holding NVQ Level 3 or above. One member of staff holds Early Years Practitioner Status and another has completed an Early Years Foundation degree. Seven members of staff are completing additional qualifications which include full degrees and National Vocational Level 4 qualifications. There are two members of staff undertaking modern apprenticeships.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in safe, well-maintained premises within which staff implement procedures well to promote the children's welfare and well-being. The playrooms provide an enabling environment which, along with staff's secure planning, is helping children make good progress in their learning. Documentation is used effectively for promoting the engagement of parents and the information shared ensures that children's unique needs are known and met. The management demonstrates a genuine commitment to continuous quality improvement and monitors the provision, although recorded self-evaluation and partnerships with others are in the early stages.

## What steps need to be taken to improve provision further?

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

- refine further the planning and assessment systems so that they continue to

build on the next steps for children's learning. Consider how parents and other settings can contribute to this process

- further develop the systems for self-evaluation to form the basis of ongoing internal review
- revise the daily routines to allow children to pursue their learning without interruption and to return to activities should they so wish.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded through some very secure procedures, including recruitment processes which follow the recommended guidance, such as, the seeking of references, checking of identity, and completion of a full Criminal Records Bureau (CRB) check. The recently updated safeguarding children policy is reflective of the Local Safeguarding Children's Board requirements. The effective induction and staff training systems ensure that staff are fully familiar with the signs and indicators and the steps to take to report suspected abuse.

The premises are fitted with good safety equipment, such as guards to prevent the trapping of little fingers in doors. The equipment is of a good quality and deployed to meet the differing needs of the children and protect them. For example, babies have access to chunky materials that do not present a choking hazard. Staff ensure that they remain safe and suitable for the children through regular checks. The management have conducted robust risk assessments, and good security is maintained both at the main entrance and within the premises. All regulatory documentation is retained and the many policies in place clearly outline how they contribute to promoting the safety and well-being of the children.

The playrooms are organised to encourage children's exploration, with plenty of low-level storage and attractively presented resources. During free play, children eagerly and confidently self-select activities. However, some of the daily routines, such as tidying up for snack, interrupt the older children's play. The frequent tidying up means the children are not always able to return to unfinished projects, such as model making or role play. At lunchtime, the babies are not always fully engaged whilst they await the arrival of their meal. The resources, visual images and scripts represent the cultural diversity of the children who attend and create an inclusive environment. They are complemented by the equal recognition and acknowledgement of each child's special events and celebrations, for instance, Eid and Christmas. Creative activities, such as, making masks for Chinese New Year and stories from different lands, provide opportunities for the children to talk about the similarities and differences of their own cultures and beliefs. Thus helping the children gain a greater understanding of the society they live in.

The management demonstrate a commitment to embedding ambition and driving improvement through regular training opportunities for staff, including a management training programme. Staff work extremely well as a team, and the rigorous induction ensures that they are implementing the policies and procedures with efficiency and consistency. Those responsible for supporting and directing students do so extremely well. Recommendations from the last inspection, such as,

reorganising the arrangements for children's rest and the development of assessment systems for children's learning, have been fully addressed. The views of parents, children and staff have been obtained and the management recognise the benefits that a more formal record of self-evaluation can provide. Plans for future improvement include significant investment and redevelopment of the outdoor areas, with consultation and design in progress.

The setting is successfully engaging parents. They are relaxed and at ease thanks to the warmth of greeting and friendly manner of the staff. Information is shared through a range of formats, in particular, an attractive and professionally created newsletter which provides a breadth of good quality information about all aspects of the provision. Feedback from questionnaires has been provided, and information about the staff team and the learning and activity planning is displayed throughout the premises. The provision and systems in place for supporting children who have special educational needs or require additional support reflect appropriate interagency working. Links with other provisions, such as schools that some children attend, have not yet been fully developed. However, the management is aware of the benefits this provides in complementing children's care, as they demonstrate a commitment to addressing this for the future.

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

The key worker system is working effectively throughout this setting. Consequently, children are relaxed and at ease with the adults caring for them. Bonds with younger children are enhanced during personal care as staff talk and sing with them, providing lots of one-to-one attention and facial expressions. Children feel safe in the care of adults, for example, younger children seek solace from the staff when strangers enter the room. Older children are confident and chatty, assured that familiar adults are close by and providing them with encouragement to try things out. Plenty of opportunities to participate in exercise and restful activities, plus routines, such as handwashing before eating and learning about healthy foods, are helping children develop a good understanding of promoting their own health.

Children play with pleasure and purpose. Staff have a good understanding of the Early Years Foundation Stage and how play underpins children's learning. The playrooms are rich in print, numerals, books and other visual images. The development of children's independence and language and communication skills are given a high priority. For example, toddlers are unhurried and well supported by staff as they master putting on shoes and coats before going out to play. Babies and toddlers confidently use gestures, facial expressions and sounds to make themselves understood. They enjoy snuggling in for a story and learn new vocabulary, such as the names of animals. Children throughout the nursery provide enthusiastic renditions of favourite songs including 'Wind Your Bobbin' and 'Incy Wincy Spider'.

Before children start, information is gathered at registration, enabling staff to plan for helping children to settle. Planning includes individual children's needs

identified through regular observations and staff know the children's current individual interests well. Activities to build on children's next steps are identified by staff and incorporated into the following week's activity planning, although sometimes the connection to the previous observation is not always recorded in a clear way and on occasions the cross-curricular connections are not always identified or considered. That said, staff provide a full and interesting day for children, with opportunities for them to explore the materials independently and participate in small and larger adult-led activities, thus covering the six areas of learning and enabling children to achieve good all-round development. For example, children explore a range of tactile materials, such as shaving foam, paint their hands freely at the easel and build with a variety of construction materials. They enjoy role play with their friends dressing up and acting out their story, each making suggestions of what should happen next. Staff use unplanned opportunities to help children to extend their skills. For instance, by making suggestions that the children on the scooters and bikes try and follow the blue pathway, thus developing their physical coordination and reducing their speed to prevent them bumping into other children.

Staff throughout the nursery regularly praise and encourage the children's achievements helping them develop good self-esteem and confidence. They provide children with simple and consistent ground rules and present positive role models in the way they interact with the children and other adults. They fund raise with the children to help them gain an understanding of helping others and they are encouraged to tidy up and take turns during their day. Older children are encouraged to problem solve through activities, such as, matching different sized and coloured bears. They mark make in a variety of ways, including using chalks on the playground or with pencils on paper in the role play areas. Staff encourage children to recreate favourite stories and then scribe the children's version so it can be displayed. Babies and toddlers explore musical instruments, pop-up toys and the play food, using their senses to hear, smell, touch and taste. The children demonstrate a familiarity with technology as they pretend to use the phone in the role play and click, drag and tap the interactive whiteboard with familiarity and confidence. The enabling environment and these positive experiences mean children are successfully developing positive attitudes towards their learning and building their skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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