

Inspection report for early years provision

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Inspection date 08/03/2011
Inspector Alison Kaplonek

Type of setting Childcare on 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

Kiddiwinks Childcare opened in 2000. It operates from the ground floor of the providers home in Horton Heath, Hampshire and there is a fully enclosed garden for outside play. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from the local area. The group is registered to provide care for 15 children from birth to eight years, of whom no more than five may be under the age of one year at any one time. There are currently 23 children on roll. All of these children are in the early years age group. The setting opens Monday to Thursday from 8am until 6pm and on Fridays from 8am until 5pm for 48 weeks of the year. There are six members of staff including the owner/manager who work with the children. Of these five have a recognised early years? qualification. The owner/manager currently holds a Diploma in Pre-School Practice qualification. The provider has two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning needs are generally well met and they are settled and happy, making sound progress in their learning. The inclusive environment ensures that most children have easy access to a range of resources and activities. However, access to outside play and choices in creative play, are limited for younger children. There are strong partnerships with parents, but partnerships with other providers are less effective. Management have implemented most recommendations set at the last inspection ensuring some improvement, but systems for continued progress are not fully in place.

What steps need to be taken to improve provision further?

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

- improve routines for babies and toddlers so that they can be involved in more outside physical activities but also relax and rest to suit their individual needs
- improve the assessment and planning systems to ensure that accurate evaluations are made about each child's stage of learning and development and used to plan clear next steps across all areas of learning
- provide opportunities for babies and younger children to be creative and initiate their own learning as they explore a range of media and materials
- improve the system of self-evaluation to identify the setting's strengths and priorities for development that will further improve the quality of provision for all children
- establish effective partnerships with other settings that children attend to

develop a cohesive and consistent approach to information sharing, to better meet children's care and learning needs.

The effectiveness of leadership and management of the early years provision

A sound range of policies and procedures are in place and documentation and records are in place. These ensure children's health and safety needs are sufficiently met and that they are adequately safeguarded. Staff and management have a sound knowledge of how to safeguard children and of their local safeguarding children procedures. Management ensure that staff are appropriately vetted and that induction procedures are in place so that all adults working with children are suitable to do so. All staff are encouraged to attend suitable training and many are trained in first aid and child protection.

Staff organise the learning environment reasonably well ensuring older children can move freely from the indoor to the outdoor environments to access a range of interesting resources and activities. Staff and management provide children with an inclusive environment where they have access to a range of resources and activities which enable them to learn about valuing difference. Management are aware of some areas for development and have started to evaluate and monitor the provision, and outcomes for children. However, the self-evaluation does not yet show clear priorities for improvement to raise the quality of provision for all children.

Parents are kept well informed about their children's routines, menus and the Early Years Foundation Stage through information displayed on notice boards. There are also regular newsletters and opportunities for regular discussion with staff. Parents of younger children receive a written daily sheet providing a good range of information about their children's daily routines regarding sleeping, toileting, food eaten and activities enjoyed. All parents have opportunities to attend parents' evenings when they can discuss their children's welfare and learning. Although a number of children in the early year's age group attend other settings, sufficient information is not shared with regard to children's learning and development to ensure effective continuity and progression.

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

Children are happy and settled within the secure environment provided. They soon learn the daily routines and take part in the range of activities provided. Older children move freely between the indoor and outside environments, choosing their activities and interacting with staff and their friends. Younger children and babies have less flexibility and choice as their access to physical activities and use of the outside area is limited. Routines mean that their individual needs for rest and relaxation are not always sufficiently well met.

All children are provided with a range of resources and activities which enable them to make sound progress in all areas of their learning. Staff complete some

observations and assessments for each child and draw up weekly plans for each age group within the setting. However, these assessments do not always ensure that accurate evaluations are made about each child's stage of learning and development. Consequently, staff are unable to plan clear next steps across all areas of learning for each individual child.

Children enjoy role play opportunities as they put their dolls to bed or take them for a walk on the garden. Their physical development is promoted as they learn to run, climb, swing and pedal in the interesting and varied outdoor environment. Children learn about measuring and quantity as they use the sand and water outside. They delight in pouring the water into their watering cans and helping to water the plants in the garden. Older children use a good range of tools competently and safely as they cut and stick. They help themselves to glue, sticky tape and pens and paper as they write letters and talk about who they will post them to. Younger children and babies also take part in craft activities using a range of media and materials. Such activities help children gain some useful skills for their future lives. However, these activities are often very adult led and provide few opportunities for children to be creative and initiate their own learning as they explore and experiment.

Children make a positive contribution to their learning and are able to share and take turns. They behave well and learn to get on together as they make up the rules to a game or pass a toy to their friend. Many of the older children make good friendships and enjoy organising their own play and learning, negotiating and setting rules themselves. They are polite to each other and staff and enjoy helping to sweep the floors after messy play or lay the table for lunch. They count how many children are at the table and work out how many knives and forks they will need. Younger children bond well with staff and enjoy the cuddles and support they receive.

Children's health and safety are well promoted. They learn to keep themselves safe and older children talk about health and hygiene. Babies know to go down the steps backwards in the garden and older children talk about not running indoors. All children take part in regular fire drills to ensure safe evacuation of the building. Secure systems are in place to ensure no unvetted adults enter the premises and sleeping babies are monitored regularly. Children follow effective hygiene routines when visiting the toilets and talk about healthy eating at snack time. Any particular dietary or health needs they may have are well met and accidents are accurately recorded. Children are encouraged to be independent and even babies and younger children competently feed themselves. Children are well supported by the staff who carry out regular risk assessments on the premises and equipment.

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	3
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	2
The extent to which children adopt healthy lifestyles	2
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: Met

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