

K&K Childcare

Inspection report for early years provision

Unique reference number	EY218147
Inspection date	18/04/2011
Inspector	Carys Millican

Setting address	Vicarage Road, Ambleside, Cumbria, LA22 9DH
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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

K & K Childcare opened on its present site in 2002 and operates from a self-contained building in Ambleside, Cumbria. The out of school club and associated holiday club operate on the ground floor of the premises and the day nursery is situated on the first floor of the building and within an adjoining building. The nursery provides care for babies through to pre-school age children and the out of school facilities cater for children aged six to 14 years. Children have access to two secure outdoor play areas.

A maximum of 75 children may attend the nursery at any one time, all of whom may be in the early years age group. There is a restriction on the number of children aged under two years. Currently there are 72 early years children on roll. The setting serves the local Ambleside area. The out of school club operates each weekday during school term time from 7.30am to 9am and 3.15pm to 6pm. A holiday play scheme also operates five days a week and sessions are from 7.30am to 6pm. The day nursery operates each weekday all year round. The pre-school nursery receives funding for the provision of free early education for children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The setting employs 16 members of staff, of whom 13 hold appropriate early years qualifications. The manager is working towards a degree in early years and Early Years Practitioner Status and two staff members are qualified teachers. The setting is a member of the National Day Nurseries Association and 4Children. K & K Childcare is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

K & K Childcare effectively promotes children's learning, progress and development through the Early Years Foundation Stage by providing children with a warm, welcoming, interesting and stimulating environment within safe, secure and exceptionally well-resourced play areas. Staff know the children well and recognise their unique qualities, capabilities and individual interests. This helps to provide an inclusive environment where they capture children's individual interests to ensure learning is fun and enjoyable. The positive partnerships with other professionals and other settings children attend, along with the staff's engagement with parents, contribute greatly to children's ongoing learning and development. Documentation is for the most part met, with one exception causing a breach within the legal requirements of the Early Years Foundation Stage. The manager and staff have a clear vision for embedding ambition and driving improvement through the self-evaluation process that is used to ensure the ongoing development and continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 18/04/2011

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

- ensure health and hygiene practices are consistently implemented with all children to help prevent the potential risk of infection, with particular reference to the hygiene practices in the baby room and storage and use of toothbrushes
- encourage the sharing of ideas of how parents can continue to help with their children's learning at home.

The effectiveness of leadership and management of the early years provision

The manager and staff of the nursery are a highly motivated team of early years practitioners. They work well together to ensure all children are included and that their learning and development is well supported in all aspects. Staff regularly monitor and review the planning, the environment and what they offer the children, parents and carers, and therefore are constantly making adjustments and improvements to their practice. The self-evaluation form, although in the early stages of completion, incorporates several documents and processes conducted to review practices within the nursery, helping to improve the outcomes for children. These include detailed action plans, reports completed from visits made by early years advisors and development workers and recommendations made at previous inspections. The staff, parents and carers play a part in providing the management with the information needed to make reasonable judgements about the quality of the provision and further improvement. For example, the development of the toddler outdoor play area is highlighted as an area to improve and parents have requested more information on how to help their children at home. Robust recruitment procedures are in place and ongoing suitability is assured through the appraisal process. Staff are committed to gaining higher qualifications and improving their knowledge and everyday practice by regularly attending core subject training sessions and additional courses to update their knowledge and understanding.

Staff embrace the Early Years Foundation Stage documentation and its requirements. They ensure parents know how well their children are doing at nursery and encourage them to feel involved. They do this initially at registration by asking parents to provide information about development already achieved and children's individual interests in 'all about me' books. Staff value and respect

parents' contributions and further encourage their input through the use of a comments page within the children's termly progress reports and questionnaires. Newsletters, questionnaires and progress records are translated for parents and carers with English as an additional language to ensure everyone is included. Parents appreciate the welcoming atmosphere and the approachability of the staff. They feel confident that their comments on their children's learning are valued, they know about the key worker system and value the relationship that builds up between them and the staff. Staff inform parents of the next steps their children will be working towards, but do not provide ideas on how they can help with this at home. Positive partnerships are established with other professionals to ensure the needs and interests of children are met. Children also benefit from the links established with the local schools children attend that ensure the complementing of learning and the transition process on to school.

Children are safeguarded. Staff have a good understanding of their role and responsibility for keeping children safe from harm and the setting's safeguarding procedures. Detailed risk assessments and safety practices are implemented, and therefore children are kept safe indoors, outside and on outings. Any visitors to the setting have their identity checked and their details are recorded. The staff ensure children's safety by never allowing unvetted persons unsupervised access to the children. Registration documents contain most of the required information, however the details of who has legal contact and parental responsibility for the children is missing from most forms. Therefore, a breach in the specific legal requirements of the Early Years Foundation Stage is made. Staff ensure the details of named persons allowed to collect children are recorded on registration forms and emergency contact numbers are regularly updated. Children's safety is further assured through the use of suitable safety equipment. These include a number of safety gates which restrict children's access to areas within the premises. Doors and gates are secure so children cannot leave the premises unsupervised and stringent safety procedures are implemented by staff, for example, children are counted as they return indoors after playing outside.

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

Children are happy, confident individuals who settle effortlessly into their daily routine. They have a wonderful time in their respective age groups doing activities that interest them and help them to learn. Children form a strong bond with their key worker who is on hand to support them as they play in well-resourced, continuous play areas. They are provided with an excellent range of resources that help them progress in all areas of learning and develop skills for the future. Children experience numerous sensory and heuristic play opportunities. They thrive on the one-to-one interaction they receive as they explore the baskets full of natural, sensory objects, such as those made of metal, textured materials and wood. Colourful materials hang from the ceiling over the quiet area, creating an interesting environment for younger babies to look at. The staff's versatile use of low-level storage and domestic furniture helps support younger children's effort in standing and walking. Children's work and photographs are creatively displayed in all areas of the nursery, helping to develop children sense of belonging and self-

esteem. Children enjoy creative activities. They competently use glue and paint sticks to make Easter cards and draw using different mark making implements. Children's enjoyment of sand and water play is promoted in both indoor and outdoor play areas. Children fill watering cans and water the plants and vegetables they have planted in the garden troughs. They investigate and explore outdoor areas, enjoying opportunities to dig in soil and make mud pies. Staff support children in all activities and make no fuss when children get dirty. They create learning experiences by challenging and extending children's play, for example, asking the children what happens when they mix the water and soil together. Staff constantly praise children, boosting their self-esteem and confidence. Children play in a language-rich environment. They access resources from labelled containers, and lots of letters, numbers, pictures and posters are displayed throughout the nursery. Children's communication, language and literacy skills are well supported. Staff provide numerous activities based around looking at books, enabling children to join in the storytelling and learn to repeat sounds and rhythm. Children enthusiastically join in the story sack activity. They re-enact the story together, learning to be patient, wait their turn and allow others to speak. Children's understanding of difference and diversity in the world around them is supported by staff, helping children to celebrate cultural and religious festivals throughout the year and through the provision of resources. Children learn about their own community through visits and outings within the local area. They visit the church, library, shops and a local restaurant and have regular walks to the park to see the lambs.

Staff provide a good balance between child-initiated and adult-led activities through the provision of continuous play areas covering all the areas of learning. Children seem to be making good progress in all areas of their development. Their initial starting points are obtained on registering at the nursery and their changing interests monitored by staff, in consultation with parents. Close observation as children play and assessment of what learning is taking place clearly identify how children are making progress in their learning. Tracking documents support this developmental progress, which is used to inform future planning in children's learning. Children's progress books are available for parents. Planning of the daily programme is flexible so that staff can respond to children's ideas and interests. It is firmly based on what children can do and the next learning steps are clearly identified.

Children learn safe practices, such as, tidying away toys so they do not fall over them and learning to line up and walk nicely when walking with staff to the dining room. The fire evacuation procedure is clearly displayed and practised regularly with the children. Children's understanding of safety is further supported through visits made by emergency and rescue services. Children develop a suitable understanding of healthy living, hygiene practices and healthy lifestyles. They enjoy healthy snacks during the day and a healthy wholesome freshly cooked meal at lunchtime. Children are good eaters and they enjoy the meal prepared for them. They enjoy the social occasion created by sitting together at mealtimes, where they learn social skills and manners. Staff enable children to access their labelled drinking containers easily so they can drink plenty of fresh water during the day. The hygiene practices and procedures implemented in most rooms in the nursery are consistent with health and safety requirements that help to prevent the spread

of infection. For example, older children wash their hands using soap and use a paper towel to dry their hands after toileting. After mealtimes, they are each provided with a wet flannel to wash their hands and faces and one each to dry their hands. However, incidents in the baby room relating to the use of comforters, the drying of babies' hands, and the feeding of a baby do not follow suitable hygiene methods that help to prevent the spread of infection. Older children learn how to clean their teeth after lunch time meals. Although brushes are sterilised weekly, they are stored in a beaker on the window sill where used and unused toothbrushes are placed together, again increasing the potential risk of infection to children. Children enjoy numerous outdoor activities in the fresh air. Babies and toddlers access a shaded play area to the rear of the property and the pre-school children access a newly constructed play area set out on a number of decked levels. An outdoor classroom approach is used by the pre-school staff. Children's physical skills are promoted as they run outside and play on sit and ride cars and bikes. They enjoy sand and water activities and learn about caring for living things while growing plants and vegetables in the garden areas.

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

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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	3
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