

Kids Incorporated

Inspection report for early years provision

Unique reference number EY349587
Inspection date 18/04/2011
Inspector Alison Kaplonek

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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

Kids Incorporated opened under the present management in 2007. It is a privately owned nursery providing full day care. It operates from a converted house in the centre of Totton in Southampton. It operates from five rooms within the house and all children have access to a secure enclosed outdoor play area. Toilet facilities are available on the ground floor.

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 a wide area. The setting has good links with local schools.

The setting is registered to provide care for no more than 20 children from birth to eight years, and of these no more than 9 may be under two years of age at any one time. The setting is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. There are currently 24 children on roll attending various sessions. All of these children are in the Early Years age group.

The setting opens five days a week from 8:00am until 6:00pm, all year round.

There are seven members of staff, including the owner/manager, who all work directly with the children. All seven have a recognised Early Years qualification. The owner/manager currently holds a Level 5 qualification. The setting receives financial support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of provision is good. Children are treated as individuals, and their welfare and learning needs are well met. The management and staff form good links with parents and other settings and they regularly update their training. The consistency of the staff team helps to ensure good communication and continuous improvement. Most areas of organisation are good although some information sharing and documentation lacks detail.

What steps need to be taken to improve provision further?

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

- obtain written permission from all parents to the seeking of emergency treatment or medical advice for children.

02/05/2011

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

- improve the two-way flow of information with parents with regard to the sharing of documented information regarding children's health needs and accidents
- provide further opportunities for children to share and enjoy a wide range of fiction and non-fiction books, and to attempt writing for various purposes, to ensure effective development and learning in communication, language and literacy.

The effectiveness of leadership and management of the early years provision

Children are generally well safeguarded. The setting has clearly defined management responsibilities in relation to child protection, and there are designated staff in place to manage and report any concerns. The management ensures that all staff are appropriately qualified and vetted, and that the environment, equipment and resources are safe and suitable for children in their care. Children are encouraged to take care of many of their own health and safety needs with good support from staff if required. The majority of records kept are well organised and accurate; however some permissions and information sharing regarding health needs and accidents (in particular, written permission from parents to seek medical advice or treatment) are either missing or not fully effective.

There are a wide range of good quality resources and toys which support children's learning and development in all areas. Children are able to move freely between the various rooms and the outside environment, making choices and initiating their own play and learning. Staff and management provide an inclusive, 'family' environment and welcome all children. They promote children's understanding of differences well and are able to include children who may require additional support. They form effective links with parents and other childcare settings, sharing information about individual children's achievements and progress. Parents are provided with a wide range of information about the running of the setting including the well organised policies and procedures. They are consulted about their views on any changes needed and encouraged to come in and play with their children at any time. Staff and management have started to evaluate their strengths and areas for development and have made improvements since their last inspection.

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

Children settle well and quickly learn the daily routines of the setting and are keen to take part in the activities available. They are confident, independent, happy and seem settled in the homely, family orientated environment provided. They move

freely from room to room, confidently make choices of activities and interacting well with both staff and their friends. Older children, babies and toddlers are provided with a wide range of age appropriate resources and activities which enable them to make good progress in all areas of their learning.

Babies and toddlers learn to crawl or walk within a safe indoor environment. They further develop their physical skills in the outdoor area and in the indoor soft play area where they can climb, slide or balance. They use their senses as they explore the feeling of the sand, paint, or glue, chattering to staff as they play. Older children use their imaginations well as they decorate their Easter hats or make up their own games with the cars and trains. Children competently and safely use a good range of appropriate tools as they prepare their fruit at snack time, or use large brushes and rollers to 'water paint' the outside walls.

All children enjoy listening to stories and are able to concentrate well in a group situation. Many children help themselves to and enjoy looking at books, although the range available is sometimes limited to books linked to topics. Children have many opportunities to use mark making materials such as chalks and brushes, but are not often encouraged to attempt actual writing, for example writing their names on their paintings. Children are beginning to count and talk about things being 'big or small' as they listen to stories read by the staff. They are learning to sort and talk about colours as they place objects in coloured bowls. Children behave well and respond to the praise and encouragement they are given by members of staff. They are learning to share and take turns, and younger children are developing a good sense of belonging and confidence in their surroundings.

All staff complete observations and assessments and have a good knowledge of what each child knows and can do. Planning of each child's individual next steps, ensures coverage of all areas of learning and ensures a range of both child led and adult led activities takes place for all age groups. Staff deploy themselves well and use good questioning techniques to encourage children to think and work out their own solutions.

Children are kept healthy, safe and make a positive contribution to their care and learning. They follow clear hygiene routines when visiting the toilets and talk about healthy eating at snack and meal times. Children can freely access drinking water at any time during the session and even the younger children independently help themselves to their food from containers. Staff work with parents to encourage them to provide healthy lunch boxes and children all attempt to feed themselves while enjoying the interaction with staff and their friends. Children are well supported by staff and management who carry out regular risk assessments and daily checks. They ensure that the premises are kept secure and monitor all visitors. Children learn how to keep themselves safe as they are reminded to be careful as they climb up the stairs or use the slide. All children and staff take part in regular fire drills to ensure safe evacuation of the building.

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	3
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

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