

# Kidsown

Inspection report for early years provision

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**Unique reference number**

EY415535

**Inspection date**

11/05/2011

**Inspector**

Jennifer Liverpool

**Setting address**

Mill Grove, 10 Crescent Road, LONDON, E18 1JB

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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

Kidsown

was registered in 2010. It is owned by a private individual and operates from Mill Grove, a two storey building located in South Woodford within the London borough of Redbridge. The main play rooms are situated on the ground floor and access to the first floor hall is via a flight of stairs. Children have access to three outdoor play areas, all adjacent to each other. This provision offers before and after-school care and operates each week day from 8am to 9.15am and 3pm to 6pm during term-time. A holiday play scheme operates during four weeks of the school summer holiday, subject to demand. It opens from 8am until 6pm. A maximum of 32 children under eight years may attend the setting at any one time. Of these, eight may be in the early years age group and of these two may be under two years. There are currently six children attending who are in the early years age range. Children in the later years also attend before and after school. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The leadership and management of the setting do not effectively support children's welfare as a number of statutory requirements have been breached. Minimal evaluation is made to identify aspects of practice that will benefit the children; however, other weaknesses are not identified, such as gaps in staffs' qualifications, insufficient recruitment procedures and documentation. This impacts upon the the quality of the provision and outcomes for children. Children are making sound progress in their learning and development because staff have sufficient knowledge of children's needs and offer a suitable range of activities for their enjoyment and to enhance the early years experiences they have elsewhere. Equality and diversity is sufficiently promoted in policies, procedures and practices. Partnership with parents and others are generally sound.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- put in place an effective recruitment system to ensure that practitioners and any other persons age 16 or over working directly with children or likely to have 16/06/2011

- regular contact with children are suitable to do so (Suitability of adults)(also applies to both parts of the Childcare Register)
- ensure at least half of all other staff hold a full and relevant qualification as defined by the Children's Workforce Development Council (Suitable people) 25/06/2011
  - put in place a clearly defined procedure for the emergency evacuation of the premises (Premises, environment & equipment) 16/06/2011
  - maintain the daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 12/06/2011
  - ensure records are easily accessible and available for inspection by Ofsted, with particular regards to children and staff records (Organisation) 12/06/2011

To improve the early years provision the registered person should:

- provide induction and on-the-job training relating to food hygiene matters to all staff involved in the preparation and handling of food
- practise the emergency evacuation drill on a regular basis so that children and staff can become familiar with the procedures so that they learn how to leave the premises quickly and safely
- develop further the self-evaluation processes as part of an ongoing review to identify the setting's strengths; gaps in childcare practices and priorities for development.

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

The arrangements for safeguarding and promoting children's welfare are inconsistent. Whilst staff demonstrate sound knowledge and understanding of child protection issues and the procedures to follow if they have any concerns about a child in their care, other aspects of practice to safeguard children are not meeting the statutory minimum requirements of the framework for the Early Years Foundation Stage. Suitability checks have not been initiated for the two newest staff members, in order to check that they are suitable to work with children. Of the ten staff members employed the leader reported that only three hold a relevant qualification, which means that the setting is not meeting the requirements for half of all staff to be qualified. Furthermore, it was not possible to check that the three staff are qualified in childcare and education as their certificates are not accessible or available for inspection. Also, not all of the children's records were readily available during the inspection, which means that in the event of an emergency, staff do not have access to children's details. This compromises children's health and safety. Some staff members have undertaken first aid training and hold valid certificates, to help ensure that children can receive appropriate treatment to minor injuries.

The deployment of resources is satisfactory overall; the organisation of space on the ground and first floors of the premises afford children sufficient space to work, rest and play. Whilst the indoor environment is generally safe, robust risk assessment does not take place for managing the outdoor play areas; the first floor hall and any potential risks in areas that children come into contact with in these areas. Fire safety equipment is in place and maintained. However, the setting does not have a clearly defined procedure for emergency evacuation of the premises. This is a breach of requirement. Fire drill records show that the last fire drill was conducted eight months ago; this means that new staff and children have not had opportunities to practise the emergency evacuation procedures.

The leader has introduced a basic system of self-evaluation to encourage staff to reflect on their practice, identifying strengths and areas to improve the outcomes for children. Through evaluating their practice, the leader has identified safeguarding training for some staff members. However, the current system is not effective in emphasising aspects of the setting that needs improvement to meet the requirements of the Early Years Foundation Stage. The leader does, however, demonstrate a willingness to improve.

All children are welcomed into the setting and their diversity is valued. The provision offers children a satisfactory range of activities to enhance the early years experiences they gain in school and within the childminding setting they attend but their needs are not met due to the failures in relation to their safety. The leader and manager are aware of the importance of building links with other providers and are developing partnerships with local schools to ensure consistency of care for early years children who are collected from school and attend the setting's before and after school sessions. The group owner/ manager is also a childminder to the younger children who attend this setting and knows the children well.

Partnership with parents is satisfactory. Staff warmly greet parents on their arrival and give daily feedback to parents about their child's general wellbeing. The setting's prospectus contains useful information for parents about the provision that includes the daily routine; play opportunities and settling-in process. Also, policies and procedures are readily available parents. They are encouraged to read the policies and sign their signature to confirm their understanding of the procedures. The leader demonstrates a sufficient understanding of the complaints procedure and there is a complaints log to support this.

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

Children appear to be content; settled and have developed sound relationships with their key persons who are receptive to their needs. Young children happily play alongside older children and on the whole all children form sound friendships amongst themselves. Children currently attending come from a variety of backgrounds and all staff value children's differences and treat them with respect. Children learn about themselves and develop an awareness of each other and the

wider world through activities that introduce them to other cultures. For example, children create self portrait placement mats using skin toned paints and celebrate Saint Patrick's Day and the Festival of the dolls.

The children who attend receive most of their early years experiences either in school or with the manager who is their childminder at a different setting. In this setting children are able to make independent choices from games, arts and crafts and the range of physical play opportunities offered. Overall, the quality and range of resources is satisfactory; however, full consideration is not given to ensure that planning provides children with challenging experiences across all of the six areas of learning. Some photographic evidence and samples of children's drawings and paintings give some indication of children's skills. Staff demonstrate that they know children's stages of development, interests and some skills and abilities; however, they do not keep a record to show evidence of this. Younger children are provided with various colourful interactive toys, musical equipment and books appropriate for age and stage of development. Children's communication and language skills are appropriately supported through talk, labelling, stories and word games. Children's creative and imaginative skills are encouraged through activities such as, arts and crafts; role-play; listening to and playing musical instruments. Children are becoming aware of how to look after their environment as they collect vegetable and fruit peel to put on the compost. Some of the more able children are encouraged to share their views about the provision through the use of 'smiley' 'okay' and 'sad' face tick lists. Overall, children demonstrated their satisfaction with the care they receive through these picture form questionnaires.

Children benefit from a healthy diet. They enjoy freshly cooked nutritious meals, which meet their dietary requirements and ensure they remain healthy. Children select from a variety of fresh fruits, which helps them to recognise foods that are good for them. The environment is generally clean and tidy and children receive appropriate support to help them develop good personal hygiene. There are sound procedures in place to prevent the spread of infection or germs through daily routines for nappy changing and hand washing. Not all of the staff involved in the preparation and handling of food have attended food and hygiene training. Children play outside on a daily basis. They use a suitable range of equipment including climbing frame, balancing beams and swings to develop their balance and coordination. Arrangements to safeguard children and to help them to learn to keep themselves safe are insufficiently robust to ensure their safety.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with children, Qualifications and training, Records to be kept) 25/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with children, Qualifications and training, Records to be kept) 25/06/2011