

# Kids United (Heygarth)

Inspection report for early years provision

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**Unique reference number** EY414636  
**Inspection date** 24/05/2011  
**Inspector** Sylvia Cornock

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 United (Heygarth) is privately owned and managed and was registered in 2010. It operates from designated rooms within Heygarth Primary School in Eastham on the Wirral peninsula. Children have use of a secure enclosed area for outdoor play. The setting is open Monday to Friday from 7.45am to 9am and from 3pm to 6pm during term time, and from 7.45am to 6pm during school holidays.

A maximum of 24 children under 8 years may attend at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years to 11 years. There are currently 25 children on roll. Of these 14 are under eight years and of these three are within the early years age range. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs three members of staff who work directly with the children. The manager holds a National Vocational Qualification (NVQ) at level 3 in Playwork and one staff member holds an NVQ level 2 in early years. The setting receives support from the local authority and is a member of the '4 Children' Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the setting and develop positive relationships with one another. Staff offer a stimulating and challenging environment which enables children to develop well as independent and active learners. Children are valued as unique individuals and an inclusive ethos threads through all aspects of the setting. Policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Whilst the setting shows satisfactory capacity to improve, processes of self-evaluation to effectively monitor the provision and identify future targets are not yet fully developed.

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

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

- enhance further self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children.

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

Safeguarding is effective through the good recruitment, employment and induction procedures that ensure all staff are suitable to work with children. All staff understand their responsibility to safeguard children, and appropriate arrangements are in place to deal with any child protection concerns. Detailed annual and daily risk assessments ensure that the environment is always safe, clean and fit for use. Regular practise of the emergency evacuation procedures with children ensures they are aware of their own safety in the event of an emergency.

Staff's knowledge of the Statutory Framework for the Early Years Foundation Stage effectively promotes children's welfare and progress. The manager has recently implemented an appropriate system to monitor and evaluate the provision.

However, the use of this system to effectively identify the settings' strengths and priorities for development that will improve the quality of provision for children is in its infancy. The manager and staff are aware of this and are working to develop this aspect of the provision. Staff are involved in evaluating and reflecting on their practice and are given opportunities through staff appraisals, to develop their knowledge and skills through training.

Clear policies and procedures are in place for the inclusion of children with special educational needs and/or disabilities. Staff work closely with other early years professionals, parents and carers and regularly update resources and activity ideas to ensure the needs of all children are met. Staff share relevant information with other early years providers that the children attend to ensure continuity of care and learning. Staff promote and support equality and diversity well to help children understand the society they live in. The resources are good, fit for purpose and support children in their development.

Staff engage well with parents and carers and regularly discuss aspects of their child's learning and development with them. Parents and carers are encouraged to put their comments in the parent's book which is freely available at all times. They verbally express their appreciation of the setting and the care and education the staff provide. Parents and carers are always warmly welcomed and encouraged to continue activities at home to share in their children's progress.

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

Children are cared for in a warm and welcoming indoor and outdoor environment. They arrive eager to attend and after snack time immediately get involved in an activity of their choice. They have access to a good range of activities and experiences which are well supported by a wide range of easily accessible resources and equipment. The indoor play space is arranged effectively to provide good levels of challenge appropriate to children's age and stage of development. Children have nominated three of their friends to become the 'planning team' and three to be the 'welcoming team' and each have developed literature to support their ambitions. Planning is overseen by the staff, is flexible enough to adapt to the

children's requests and covers all areas of learning. This helps children to make good progress towards the early learning goals in relation to their starting points and abilities.

Children have good opportunities to use their writing skills as they draw and create pictures. They use language and imagination well, as they share experiences in role play activities and take part in a talent competitions. Children freely use their skills as they build with construction kits, make friendship bracelets and use buttons in various imaginative ways. They use mathematical language in everyday activities and engage in educational programmes on the computer. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world. They have regular opportunities to extend their understanding of people's similarities and differences through the variety of resources available. Children have completed a wall display showing people in their national dress and have linked these to their country of origin on the world map. This helps children to respect and reflect on diversity and the wider world. In addition, children are encouraged to develop their understanding of recycling and sustainability. For example, children eagerly use recycled materials, to make pizza's from card board boxes and other materials. Staff take photographs of the children engaging in activities. These are placed in their individual learning journey files which promotes children's self-esteem and a sense of belonging. Children are developing a good awareness of how to keep themselves safe because staff are highly effective in encouraging children to think about ways in which to stay safe. As a result, all children make good progress, enjoy themselves and are well-prepared for life outside the school day and future learning experiences.

Children are developing a good awareness of healthy lifestyles. They enjoy a wide range of healthy snacks and have constant access to drinks. They have daily opportunities to use their physical skills through the planned daily outdoor activities within their own play area or the adjacent schools facilities. All children are included in all games and activities and each individual is made to feel special and valued. Good hygiene routines are encouraged and children independently wash their hands at appropriate times. Staff give praise and high levels of attention to the children which supports their good behaviour and helps them to respect each other and the environment.

## 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	3

### 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	3
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	3
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

<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