

# Kids Early Years Short Break Provision

Inspection report for early years provision

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**Unique reference number**

EY152709

**Inspection date**

24/05/2011

**Inspector**

Sally Smith

**Setting address**

Kids, 249 Birmingham Road, Sutton Coldfield, West  
Midlands, B72 1EA

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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 Early Years Short Break Provision opened in 1995 and operates from a large detached house in Birmingham. It is part of a national organisation which provides a range of services for children and families. There is a fully enclosed garden for outdoor play.

The 'short breaks' provision opens on Wednesday and Thursday mornings from 9.30am to 1.30pm during term time. A holiday play scheme operates during the school holidays. The provision provides care for children with special educational needs and/or disabilities. A maximum of 24 children may attend the provision at any one time. There are currently 16 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are six staff who work directly with the children and all hold appropriate early years qualifications. Two members of staff have a degree. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting provides a truly wonderful, stimulating environment where children make excellent progress in their learning and development. Exemplary partnerships with parents, carers, schools and other agencies ensure that children's individual needs are exceptionally well met enabling them to develop to their full potential. The manager shares her vision for continual improvement most passionately and effectively. Regular self-evaluation successfully identifies areas for development and reflects an excellent capacity for ongoing improvement.

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

To further improve the high quality early years provision the registered person should consider:

- increasing further opportunities and resources for mark-making, for example, in role play.

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

There is a strong emphasis on safeguarding, using the robust policies and procedures in place that are clearly understood by all staff and parents. Rigorous vetting procedures ensure that all staff working with the children are suitable to do so, and effective steps are taken to ensure that their ongoing suitability is assessed at each appraisal. Staff are sound in their knowledge of the signs and symptoms of

abuse and their responsibility to report any concerns to the relevant agencies so that children are protected from harm. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and stored appropriately to ensure confidentiality is maintained. There is a clear sense of purpose from the manager about what she wants to achieve and this determined leadership continues to improve every aspect of the setting. Teamwork of the highest quality is at the heart of the setting's success; practitioners build on already excellent practice and promote all aspects of children's learning, development and welfare equally impressively. All staff are passionate about their roles, being highly motivated and skilled in providing a stimulating and challenging environment in which children flourish.

Exceptional partnership between parents and carers is a strength of the provision, where they are highly valued as an integral part of the setting. They clearly hold the setting and its staff in the highest regard. One parent represents the feelings of many stating that, 'my child feels safe and at home with staff and finally feels accepted within a group setting without pressure from other peers. I feel I can talk to all the staff. The whole service is wonderful and changes lives not just for the children but for the parents too'. Staff take time to share information in a variety of unique and varied formats to ensure that all parents are aware of routines and individual educational plans. They regularly complete home visits so that they can get to know children and parents in a relaxed and familiar environment. In addition, they liaise with other early years professionals. These early interventions are vital in the careful match of support programmes to children's individual needs. There are excellent links with other early years providers, local schools and with an extensive range of outside agencies. They all offer high quality support to children and families. Staff skilfully and effectively support and promote equality and diversity by ensuring the uniqueness of each individual is valued. The setting takes extensive steps to ensure the needs of all children are met as they adapt the environment and undertake additional training to meet children's very specific needs.

Self-evaluation and reflective practice is used extremely well to maintain ongoing improvement. One of the main reasons for the setting's exceptional success in all areas is that the manager's inspirational leadership encourages others to have the highest possible aspiration for themselves and the children. Staff are highly valued and are involved in driving improvement. Morale amongst staff is extremely high and all staff work seamlessly together.

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

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage. This is used very effectively in planning a stimulating, challenging and varied range of activities across all six areas of learning with an excellent balance of adult and child-initiated activities. Staff encourage children to be involved in their own learning and pursue their own interests and lines of enquiry. Appropriate support and skilful interventions from staff means that all children, whatever their particular individual needs or backgrounds, do

exceptionally well during their short time at the setting. Staff adjust the complexity of the language they use to suit each individual child. In addition, visual timetables and prompts, along with sign language, help children to communicate their needs. Meticulous tracking of children's progress enables staff to tailor learning to the individual needs of each child which helps them to do as well as possible. All practitioners take responsibility for noting achievements of all children, not just those in their key groups. Planning is comprehensive yet flexible and includes full daily evaluations of activities and what children have gained from them.

Children settle and very quickly form trusting relationships with their key person and other staff. Self-esteem and confidence grow rapidly even for children who have no previous experience of socialisation beyond their extended family. Key persons work together with parents to ensure that children's welfare, learning and development needs are met. Each session is a voyage of discovery for the children as they explore the wide range of resources and experiences available to them. They gravitate towards a wide range of activities that capture their imagination, for example, many children delight in playing with 'gloop', exploring the texture, scooping it up and squeezing it through their fingers. The messier they get, the more fun they have.

Children's personal, social and emotional development is fostered exceptionally well. Staff place enormous importance on encouraging children's independence and choice. They are extremely successful in this because they are adept at knowing when and how to intervene. A member of staff notes a child becoming tired and frustrated. She gently coaxes her to the music area where she knows the sounds of the musical instruments will have a calming effect. Each of the resource areas are extremely well equipped and totally accessible to the children, promoting all six areas of learning most effectively. Children have the freedom to test their own limits physically, and so make safe choices. One child shows interest in a laptop and places both hands on the keyboard. The child's key person observes with interest, explaining that this is significant progress and records her observation. The child attempts to press some letters on the keyboard. Several staff praise the child in recognition of her achievement.

Children enjoy listening to stories and looking at books. They have access to a range of mark making materials, such as paper, crayons and paint, although there is a lack of additional resources, such as self-stick notes and envelopes, to further develop this area.. Several children enjoy posting shapes in the shape sorters or placing objects inside others. Staff regularly assess the environment to ensure that children access all areas. They note that children have not been using the problem solving, reasoning and numeracy area and have now placed the resources on the floor. This has had a positive impact in that children now use this area more frequently.

Children demonstrate a clear recognition of following good personal hygiene through the established and well-practised routines. They wash hands before eating their meals and some children are beginning to attend to their own care needs, with sensitive support from staff. One child goes over to the water jug, picks up a cup and says 'mine'. With assistance, she pours the water herself. Children are provided with a calm, bright, stimulating environment. Colourful

displays, along with photographs of children at play, festoon the walls, conveying the very positive achievements and learning they undertake. Children are confident in their environment and are willing to experiment and explore. They have fantastic opportunities to engage in the rich and diverse learning and development opportunities that staff provide.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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