

Kerswell Kids

Inspection report for early years provision

Unique reference number EY336578
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Inspector ISP Inspection

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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

Kerswell Kids sessional day care and Breakfast Club opened in 2006 and operates from a Scout Association hall in Whitton, in the London Borough of Richmond Upon Thames. Both provisions run during term time only. The breakfast club runs from 7:45am to 9:00am, and the sessional care opens from 9:00am to 12:00noon each morning, and from 12:00 to 3:00pm on three days a week.

The setting is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend the playgroup at any one time, aged from 2 years to the end of the early years age group. A maximum of 26 children aged from 3 to 8 years attend the breakfast club. There are currently 42 children on roll and the setting receives nursery education funding for children aged three years. There is staff team of eight, and all have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup is a well organised sessional setting, with a well managed staff team in place to support individual children's development. Children have access to a highly stimulating play environment, that includes many strong nature learning elements. A skilfully planned range of activities and a highly consistent system of assessment ensures children make excellent progress and achieve well. Staff work effectively with parents and other carers, and self-evaluation is consistently used to support improvement. The setting is currently developing further diversity awareness within the play programme.

What steps need to be taken to improve provision further?

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

- put in place procedures to ensure parental signatures are obtained on all accident record entries 24/07/2011

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

- develop the range of resources and activities provided that promote and reflect diversity within the provision

The effectiveness of leadership and management of the early years provision

The setting is a long established and valued provision, with a dedicated staff team. Staff work effectively with their supervisor to present a consistent and varied programme of play and learning for children. The staff also work confidently together as key carers to support individual children's progress. Safeguarding is well organised within the provision, with clear guidance and range of procedures in place. Staff also have a good awareness of the need to keep children secure and free from harm.

The setting demonstrates a consistent approach to maintaining improvement. Several development areas are currently ongoing within the provision. A wider range of visual learning displays are now being used, and children have more opportunities to make dens and cosy corners for role play and story telling. The staff team have produced a useful self-evaluation document that is clear and detailed, and takes note of a range of areas for improvement. The setting also works closely with the local early years advisory team to maintain practice and follow new learning initiatives.

The setting has a highly organised play environment, that has the benefit of a spacious Scout Association Hall. A wide range of different play areas are presented for children, and these play zones offers considerable challenge and stimulation through a variety of activities. Children have many opportunities for art crafts, role play, building assembly systems and a good clear space for physical games. The setting provides children with a plentiful selection of resources to support learning, and children make good use of these choices to successfully free-flow with their play. The setting provides excellent opportunities for mark making and table-top activities, where they explore tools and materials. There is also a well presented selection of manipulative toys and assembly play items in place, and children enjoy dressing up and engaging in a high level of improvised play, ably assisted by staff. A strong element of the play environment is the excellent use that is made of visual learning materials. For example, there is a display to support children's sharing and listening, and displays about recycling, a visit to the library and the promotion of healthy foods and snacks. The setting's outdoor area is a prominent feature, and presents children with an excellent range of play and learning opportunities. Children greatly enjoy watching the pond and the frog, and engage in a wide range of learning about growing. There are also highly productive reading and drawing activities provided outdoors, as well as staff supported group activities.

The promotion of inclusion within the setting is positively organised. Individual children are closely supported through a well established key carer system; staff members show a consistent knowledge of their key group, and take care to assess and promote individual learning and achievement. The setting has a sound level of multi-cultural awareness within the planned play programme, and staff take care to ensure all children are well included and supported. However, aspects of how diversity is currently being reflected and promoted within the play environment are limited; this is an area for improvement.

The setting maintains close partnerships with a range of nearby carers. Staff are in contact with three local schools and two nearby pre-schools. Staff organise and support children's transition, and also organise visits to schools to support the older children who are moving on. Parents are strongly and consistently encouraged by staff to engage with the setting. They have frequent access to their key carers and can also attend for "sit-down" sessions with staff, where they can closely follow their children's development and learning progress. Parents also have access to a well organised notices area, and the setting provides packs of resources called "family bags". Parents can use these with their children at home, to continue play and learning.

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

The setting's planning to promote enjoyment and achieving is of excellent quality. A highly consistent system is in place, with staff key carers placed central to production of constructive play and learning. Clear and detailed weekly planning sheets are used, that identify all the six areas of learning. A full periodic play environment plan is also used by key staff; this ensures that children have planned focused learning, as well as opportunities for more child centred and child led activities. The setting also has a highly organised assessment system where again, all the children's key carers observe and make notes, and use photographs to record children's achievements. This material is then carefully gathered and used to successfully track children's progress through their learning stages, and provide clear indicators for children's ways forward with their learning.

The staff show considerable skill and strong support for the promotion of individual children's learning. They provide many good quality one-to-one interactions, and use questions effectively to promote children's play and sense of inquiry. Staff also take time to listen carefully to their children, which helps them to talk about their ideas and interests, and have opportunities to extend learning. Staff make excellent use of group circle times with the children to widen their personal and social development, and to establish sharing and co-operation during play. For example, staff help children to learn each others names, and tell each other their news. Staff also take many opportunities to promote fairness during activities, and to promote children's confidence and understanding of how to relate to others.

Staff take care to ensure children are successfully helped to feel safe within the setting. Children who are new are closely supported - with parents fully included - and key carers monitor each child's daily experiences to ensure they gain benefit from the setting. A well organised set of safety procedures and detailed risk assessments are also in place to ensure all aspects of the children's activities are fully appraised for safety. The setting's record keeping is largely consistent and well organised, however, an inconsistency was found in the obtaining of parental signatures for accidents, and an action is raised to ensure this corrected.

The promotion and maintenance of children's good health is consistently managed within the setting. Children have a good range of learning opportunities, and become aware of the benefits of being active and eating well. For example, they help with the preparation of foods, and their independence and learning about healthy eating is successfully promoted. A wide range of active games and activities that promote physical development also take place. Children greatly enjoy the expressive space of the hall, and have a whole floor section devoted to physical play, where they make roadway circuits for their push-rides and have fun during group parachute games with staff.

The promotion of children's skills for future learning is of excellent quality; this follows from the highly consistent and outstanding nature of the planning, the activities and the play environment. Children's communication and literacy is prominently supported with the excellent presentation of many opportunities for mark making, and play that includes references to books and stories. Children are also encouraged to be creative with their language and use words and writing, such as issuing parking tickets for their push rides. Problem solving challenges are numerous; during assembly play and art crafts, children show eagerness when demonstrating their counting skills. Staff successfully encourage children to be creative and expressive. They greatly enjoy making large chalk drawings on the floor, and join in well with staff for group singing and music sessions. The setting's excellent nature area and pond is a constant source of information that successfully supports children's knowledge and understanding of the world. Children also have regular outings with staff, and enjoy many local places of interest that contribute to their wider learning.

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	1
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

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	1
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	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