

K.E.S Childcare

Inspection report for early years provision

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Inspector

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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

K.E.S. Childcare is a privately owned pre-school and out of school club that was re-registered under new ownership in 2010. It operates from two portacabins in the grounds of Kingstone High School. The setting serves the local area and has strong links with the local primary school. The setting has close links with the adjacent Children's Centre. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children are able to attend for a variety of sessions. The before and after school club is open in school term times from 7.30am to 8.45am and from 3.10pm to 5.30pm. The holiday club is open in all school holidays from 7.30am to 5.30pm except for a week at Christmas.

The pre-school is registered on the Early Years register. A maximum of 40 children may attend the setting at any one time. There are currently 33 children aged from two years to under five on roll. The out of school club also offers care to children aged over five years to 13 years. This provision is registered on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs seven members of childcare staff. Of these four hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children enjoy access to a broad range of interesting, age-appropriate and enjoyable experiences which help them to develop and learn, within a safe and secure environment. Children's individual needs are met well, staff have a good knowledge of the children's individual needs and strong relationships with parents and others support this effectively. Most records, policies and procedures are well maintained, in line with requirements and reflect the generally good practice evident in the setting. The manager and staff team have an accurate understanding of the strengths and weaknesses of the provision and continue to take effective steps to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further children's understanding of problem solving, reasoning and numeracy using mathematical terms during play and daily routines
- analyse observations to help planning by using information on children's next steps for individuals and groups of children
- ensure all appropriate fire detection and control equipment are in place; this specifically refers to fitting a fire blanket in the kitchen.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure setting that is well managed. There are clear policies and procedures in place to ensure that children are safeguarded. All required documents and records are maintained, this contributes to the safe and efficient management of the setting. The staff understand their roles and responsibilities in relation to the safeguarding policy and report concerns directly to the designated safeguarding officer. Good recruitment, vetting and induction processes help ensure the suitability of staff who work with the children. There are clear processes in place to monitor their ongoing suitability. Staff have designated roles and responsibilities, they work well together as a team. Comprehensive risk assessments and daily checks ensure the premises and toys children have access to are suitable and safe. Fire safety equipment is fitted with the exception of a fire blanket in the kitchen. The Fire Marshal ensures regular evacuation drills are conducted with the children. Risk assessments are monitored and evaluated; for example, accident records are regularly checked to identify any trends in relation to children, premises and equipment. Children's good health is well managed with clear guidelines for administering medication particularly to children with specific medical conditions. The premises, toys and equipment are regularly cleaned so that the risk of cross-infection is minimised.

Good staff to child ratios are maintained ensuring children are well supervised indoors and out. Children use a varied range of interesting activities both indoors and outside which helps them learn new skills and helps their development. The outside environment provides ample scope for children to explore and investigate nature and to be physically active. Regular staff meetings and staff appraisals enable staff to share information and contribute to the ongoing development of the provision. Staff have contributed to the setting's self-evaluation process and the views of parents are sought through a questionnaire. The manager has good systems in place to evaluate the quality of provision and has set clear targets for further improvements which will continue to improve outcomes for all children.

The setting works well with parents and carers, actively involving them in their child's learning. They are made welcome and encouraged to play a role within the setting. A social morning has been well received by parents and has helped establish stronger links with children and families. Parents are provided with good information on the organisational aspects of the provision and their children's achievements and development. Children's development records provide a lovely record for parents of the activities their children are involved in and information on their child's progress. Parents actively contribute to their child's learning. They are able to add comments to their children's development records which are used by

the child's key worker to help assess the progress. Home story sacks enable children to take home stories to share with their family and so develop their enjoyment of books. There are good arrangements in place to support children with special educational needs and/or disabilities and those that speak English as an additional language. The setting works in partnership with other agencies and professionals to ensure children receive the support they need, resulting in their making good progress given their starting points and capabilities. There is a good partnership with the local school which helps children manage the transition more easily as they are familiar with the environment. Links with other settings that children attend are also well established and contribute to the continuity of care and learning.

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

Children make good progress in their learning and development considering their individual starting points and capabilities. The staff team have a sound understanding of the Early Years Foundation Stage. They plan the curriculum based on children's interests while ensuring the six areas of learning are covered using a balance of child-initiated and adult-focused activities. Regular and informative observations of what children can do are carried out and evaluated to identify children's next steps. However, systems for ensuring the links between the evaluation of children's next steps and the ongoing planning of activities are not fully effective in informing all staff of the learning objectives for individual children. Children are becoming active learners because activities are based on their interests and are exciting and interesting. Children benefit from the free-flow to the outside play area, particularly in relation to those children who learn best using practical physical activities. For example, finding out how to build ramps and bridges using large planks of wood. This enables children to use their skills in design and construction and to learn about size, shape and measurement.

Children have good opportunities to develop skills for the future. Their communication and language skills are exceedingly well supported by staff who use excellent teaching methods to support language development. For example, a program of structured activities, 'Say and Play', uses sign language, songs and rhymes and activities that help children develop their facial muscles so that they can develop their vocabulary and language for communication. Children's understanding of problem solving, reasoning and numeracy has been identified as having some weaknesses in relation to children's development. Although additional resources have been obtained and an action plan developed to ensure this area of learning is delivered fully. There are missed opportunities for staff to use mathematical language during children's play and daily routines and so help children learn in practical and meaningful ways. Children are confident in using technology. They independently select resources they need from the technology area. For example, choosing a torch to take into the dark den area. They are currently learning the life cycle of ducklings, hatching a clutch of eggs in an incubator. Children demonstrate their creativity and imagination using craft

activities and during role play. Displays children's work around the room adds to the welcoming environment. They learn to value the similarities and differences of other people through the range of resources available to them and through activities linked cultural and religious events.

Children's independence is promoted well. They make decisions about their play; contributing to mind maps and choosing toys for themselves from easily accessible storage units. Children receive a good level of support from staff who facilitate children's learning by providing a varied range of good-quality resources and interesting activities and interacting appropriately in children's play and learning. They understand when to stand back and allow children to work things out themselves or when to use routines such circle time to help children learn to concentrate and to listen to others. The staff are good role models encouraging children to learn right from wrong, show care and consideration for each other and develop good social skills.

Each child is assigned a key worker who gets to know the children well and help them settle and feel secure in their surroundings. Children learn about possible dangers and how to keep themselves safe through stories and discussions and learning to use toys and equipment safely. They practise road safety and evacuation drills and topics, such as 'All about me', provide opportunities for personal safety to be discussed. The use of sign language has resulted in children having the confidence to sign and say 'no' when they are unhappy with a situation. Regular physical activities, both indoors and outside, enable children to get fresh air and exercise and develop their coordination and dexterity, using a range of equipment. Children climb and balance with confidence and move freely around developing their sense of movement and control. They practise their small muscle control as they learn to use cutlery at mealtimes, tools and equipment and manipulative toys and activities. A healthy lifestyle is promoted. Children are well nourished and hydrated, they are provided with healthy snacks and cooked meals at lunchtime which they enjoy. Drinking water and fresh fruit is available at all times. Children demonstrate their independence and understanding of personal hygiene as they wash their hands before meals and after toileting.

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	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

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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