

Kiddies Corner Day Care

Inspection report for early years provision

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Inspector

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Setting address

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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

Kiddies Corner Day Care

opened in 2011. It operates from one room in the Herne Bay Football Club, Herne Bay, Kent. All children have access to a secure outdoor play area. Access is possible for people with disabilities, and there is a disabled toilet. The setting is open five days a week from 8am to 6pm during 50 weeks a year, closing for two weeks during the Christmas holidays and on bank holidays. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children aged under eight years may attend the setting at any one time, and currently there are 65 on roll all of whom are in the early years age range. The setting is in receipt of funding for the provision of free early education to children aged three and four. There are 12 staff working with the children. The two managers are qualified to a National Vocational Qualification (NVQ) at level 4, six other staff have an NVQ at level 3 and three are working towards an appropriate qualification. The two managers and another member of staff are undertaking a childcare degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as a result of careful planning and staff's thorough knowledge of children's interests and abilities. Adults are professional, well qualified and ambitious, and deploy themselves well to support children and enable active learning. Parents are well informed about the provision and their views are respected. Children are safe and secure due to good procedures implemented consistently to promote their welfare. The environment is very welcoming, especially the well-resourced and exciting outside area. Since the last inspection, there have been significant improvements in the provision for children, and sensible priorities for development demonstrate a good capacity to maintain continuous improvement. Planned developments in the monitoring of the progress of different groups of children are well targeted to narrow the achievement gap.

What steps need to be taken to improve provision further?

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

- monitor and evaluate the progress and learning styles of groups of children, such as boys and girls, in order to consider the needs of individual groups of children when planning activities.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded, for example, careful procedures in the kitchen, such as maintaining a list of children's allergies along with the signs, symptoms and treatment, protect children's health and well-being. The premises are safe and secure. Staff are knowledgeable about child protection procedures and robust policies, such as limiting staff's access to their mobile phones during work time, further protect children. Adults are appropriately vetted to ensure their suitability and records of Criminal Records Bureau checks are well maintained. The nursery is well organised. The management team has a clear vision for the future of the provision and staff are well qualified and/or working towards higher qualifications. Furthermore they attend relevant short courses, such as 'practical ideas for outdoors', to update their practice.

The needs of individual children are met to a good extent through planning around their interests and abilities. The needs of children of different ages and abilities are recognised, and as a result all children receive an enjoyable experience. Staff are developing this aspect of children's care. They are considering ways of monitoring the progress of different groups of children, such as boys and two year olds, in order to identify differences in learning styles and thereby maximise their progress. Staff promote equality and diversity, encourage children to respect differences between one another and tackle unfair discrimination

The outdoor area is small, but packed with interest. The construction area has exciting real resources such as bricks. Children enjoy the cosy environment in the play houses, with hanging pots of flowers outside, and access to resources such as pens and paper inside. Children learn about insects, and they dig and grow plants. Indoors, good deployment of staff, results in all areas being fully used by children as staff support them well or enable them to develop activities independently.

Staff's ability to look critically at their practice results in continuous improvements to outcomes for children. A designated member of staff oversees the planning for individual children, and as a result less confident staff are well supported, and all work consistently. Changes to planning have had a positive impact on children's progress, and a change of premises has resulted in children having access to a stimulating outdoor area.

Parents are fully informed and well supported. They discuss their children's progress regularly with key staff, and value opportunities to add comments, knowing staff will act on these. They enter the setting confidently, and can stay to settle their children without being rushed. Staff liaise well with parents and other agencies such as speech therapists to support children who have special educational needs and/or disabilities. Good links with local schools ease the transition for children.

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

Children's progress towards the early learning goals is very good, due to staff's skilful planning. Children's interests and abilities are noted, and staff contribute to and refer to an ongoing planning sheet where further activities are planned in response to children's interests and to extend their learning. Adults know how well children are progressing from their individual starting points from their thorough records, and are therefore able to identify where children may need extra support.

Children are active and independent learners, who make the most of their time in the setting. There is a strong emphasis on open-ended activities, staff ask children what they want to do and how they want to do it, they respond quickly to children's interests, so children are in charge of their own learning. Their knowledge and understanding of the world is well promoted. They find objects to drop into the paddling pool, predicting whether they will sink or float. They love books, 'reading' with a friend, or asking adults for their favourite story. Staff use a phonic programme with the children, and as a result their communication and language are progressing well, and they are developing future skills. Children work well with each other, for example, looking at pictures of models and attempting to replicate them, discussing whether bricks are too big, and which should be lying down. Their imaginations are extremely active in the role play area. They are sociable with their peers, and chat and joke with staff, cooperating confidently with the rules and routine.

Children are confident and settled, and feel safe. An effective key person system promotes this. Parents report that children chat enthusiastically about their special person at home. Adults build children's self-esteem well, praising their achievements, making them feel good about themselves, and this encourages them to try new experience with confidence. Children run to adults to show off their creations, announcing 'look what I made' before running to put them in their own drawer. They show a strong sense of belonging, as they are part to a group of peers, put their belongings in a certain coloured box, and spend some time during the sessions in their key groups. Turn taking and sharing are consistently encouraged by staff, and as a result children concentrate well at matching games, happily waiting for their turn and understand the rules. Children spontaneously help one another, for example, offering to pick up another child's pretend holiday luggage when it falls off the trolley. Children willingly care for their own environment, tidying up puzzles so that they do not 'get all mixed up'.

Children prepare snacks, and discuss healthy food. They know that healthy food makes them big and strong, and will enable them to 'do races'. They eagerly await their lunch, and chat with kitchen staff about the vegetables to be served. They enjoy exercise, and are looking forward to sports day. They look after their own personal hygiene, knowing that it is important to wash hands after using the toilet.

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

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	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