

Town & Country Kiddies Limited

Inspection report for early years provision

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EY408357

Inspection date

15/07/2011

Inspector

Melanie Arnold

Setting address

Market Rasen C of E Primary School, Mill Road, MARKET
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Telephone number

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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

Town and Country Kiddies Limited registered in 2010. The provider runs a small chain of nurseries and out of school clubs in Lincolnshire. The setting operates from Markey Rasen Primary School and uses rooms within the school which include the early years dining block, the main school hall, the library and a classroom. The setting is accessible and children use the school playground and field for outdoor play.

The setting opens Monday to Friday during school term times from 8am to 9am and from 3pm to 5pm. Extra hours from 7am to 8am and from 5pm to 6.30pm are provided at the nursery located just down the road and run by the same provider. A maximum of 20 children from three to under eight years may attend the setting at any one time. There are currently 42 children attending, five of whom are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three hold qualifications at level 3 and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are fully supported and valued as unique individuals by the caring staff team. Effective partnership working in the wider context enables every child to make good progress in their learning and development. The setting's mainly clear systems safeguard children and promote their welfare. Leadership and management of the setting is strong, resulting in a dedicated staff team who work effectively together to meet children's individual needs. The setting's planning for improvement and process of self-evaluation are effective, leading to continuous improvement.

What steps need to be taken to improve provision further?

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

- review the environment to ensure that it is always interesting, attractive and accessible to every child so that they can learn and play independently.

The effectiveness of leadership and management of the early years provision

Children are happy and settled in their surroundings, where they are well supervised by staff. Their safety is ensured because the setting is secure, with staff following clear procedures to ensure children are only released into the care of an

authorised adult. Potential hazards are identified and minimised because staff implement the detailed risk assessment procedures. Children are fully safeguarded through the implementation of robust recruitment, vetting and induction procedures, which ensure the suitability of staff having unsupervised contact with children. Staff are also secure in their knowledge of child protection procedures, which further protects children from potential harm. Children have fun and enjoy their time at the setting. However, the setting has recently had to operate from different areas within the school and this has led to deployment of staff and organisation of the toys and resources not always being fully effective. For example, when the setting operate from their usual designated room, the environment is well organised and set out to provide children with independent access to a good range of developmentally appropriate toys and resources. However, when they operate from a classroom within the school, this room is not always well resourced or set up to provide children with an interesting, attractive, accessible play space.

The majority of staff hold appropriate early years qualifications and a current first aid certificate to ensure children's well-being is maintained. Yearly staff appraisals are used to identify future training needs for all staff, which ensures they keep up-to-date with current practices issues. The setting has clear records, documents, policies and procedures, which are stored securely and used effectively to promote positive outcomes for children. All children are fully integrated and included, with staff valuing children in line with their specific backgrounds and beliefs. Activities are continually differentiated to ensure the participation of every child and any form of discrimination is actively challenged. Children's individual needs are fully met because the setting works in partnership with parents, carers and other providers. This results in the continued exchange of clear information, which enables everyone to work together to promote children's care, learning and development. Parents are kept up-to-date with current issues and events through notice board displays, discussions and newsletters. Staff continually liaise with the reception class, sharing key information to ensure children within the Early Years Foundation Stage make good progress towards the early learning goals. The setting is monitored and evaluated through a robust system of self-assessment, which incorporates the views of all users and promotes continuous improvement.

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

Children enjoy their time at the setting where they have fun as they learn through play. Planning is based on children's interests, with staff also liaising closely with the school to ensure they promote continuity of care and learning, while respecting that children have already had a structured day at school. The setting are in the process of developing observation and assessment files for children within the early years age range to fully ensure every child reaches their full potential from their unique starting points. Older children have shown an interest in these observation and assessment files and the skilled staff team are responding to children's interests and requests as they plan to develop a similar system for all age groups of children. Therefore, all children are fully included and no child or group of children are disadvantaged. Children's language, communication and turn

taking skills are promoted through fun games. For example, when playing a guessing game, children wait patiently for their turn and laugh as a member of staff has to guess who it is when they disguise their voice. Board games also provide opportunities for children to develop their basic mathematical awareness, using the dice to identify numbers and to count. Colour match games help to develop children's awareness of colours. A small group of children enjoy playing cooperatively as they fix pieces of a track together. The track initially stretches from one end of the room to the other, until they all decide to see if they can make a track that stretches around the whole room. The children busily work together and show pleasure in their achievement when the track finally goes around the whole room. A child excitedly encourages their parents to walk along the track, showing them how busy they have been. Children access and use a good range of electronic toys and resources, developing their skill and interest in information and communication technology. Opportunities are provided for children to write and draw and they also develop their creativity as they engage in art and craft activities. All children are encouraged to be active and are provided with daily opportunities to play outside in the fresh air. They have great fun as they play football and ball catching games.

All children are confident and settled in their surroundings. They are encouraged to freely make choices as they decide what they would like to play with and whether this is through inside or outside play. They relate well to their peers, forming close friendships. They learn about wider society through their play as they access toys and resources reflecting positive images of differences and diversity. Staff also act as positive role models, which helps children to learn to respect themselves and the uniqueness of others. Children all have fun as they interact and play cooperatively together, regardless of age. Older and younger children mix well together, with everyone showing a caring attitude towards others. Children's behaviour is predominantly good as they respect the clear boundaries and rules set out by staff. Children's health and safety is fully maintained by the setting's clear practices and procedures. Effective health and hygiene routines and the exclusion of children when they are ill contribute to the promotion of children's good health. Children further benefit from the provision of healthy meals and snacks, with robust procedures in place to ensure children's specific dietary requirements are met. Discussions, activities and daily practices, like hand washing, promote children's awareness of being healthy. Children also learn about safety issues through discussions, regular occurrences and outings. For example, children learn how to evacuate the premises quickly and safely during fire evacuation drills. Their awareness of fire safety is further promoted during trips to the fire station, where children are provided with interesting first-hand experiences which promote their natural curiosity as learners.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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