

K & O Childcare Ltd

Inspection report for early years provision

Unique reference number EY419807
Inspection date 14/07/2011
Inspector Marcia Robinson

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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*.

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Description of the setting

K & O Childcare Ltd was re registered in 2010. The setting was previously registered under a different name and has been in operation since 1995. The nursery is managed by a committee of local people and parents. It is located in the Peckham area in the London borough of Southwark and serves the local community. The nursery is accommodated in a community hall with upstairs rooms. A fully enclosed play area is available for outdoor play. The nursery has suitable disabled access. It is open all year round from 8 am to 5.45pm, Monday to Friday.

The nursery is registered on the Early Years Register. A maximum of 53 children aged six months to five years may attend the nursery at any one time. There are currently 49 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four. They currently support children with special educational needs and/or disabilities and a number of children who speak English as an additional language.

The setting employs twelve members of staff, the majority of whom, including the manager, hold appropriate early years qualifications. The nursery receives support from the local Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are making good progress in all areas of their learning and development. They are happy and settled in this child-centred environment. They are successfully supported by a caring and enthusiastic staff team who have a good understanding of the Early Years Foundation Stage. There is a good working relationship with parents, and the setting supports most aspects of inclusion and diversity well. Health and safety systems and procedures are good overall and effectively help to support children's individual needs. The setting shows a strong commitment to improvement. They have a clear vision of the intended areas for development and how well these will contribute to the ongoing improvement of the provision to benefit the children. They have effective working relations with the local authority advisory team and training programmes are in place to further support continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the procedure for recording medication administered to children to ensure information is clearly documented

- extend planning for adult initiated and focus activities to include open ended questions and vocabulary to inform the learning and teaching intentions and; further involve parents in children's learning so that a collaborative approach to achieving and development is fully achieved
- value linguistic diversity by providing further opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust checks are completed regarding the suitability of staff including vetting checks, systems of induction, training and continuous appraisal. Staff are clearly aware of Local Safeguarding Children Board procedures. For instance, they have all attended safeguarding training and discussions regarding their responsibilities to protect children are regularly on the agenda at staff meetings. This is supported by a recently updated safeguarding policy in place, which gives clear information that children's welfare remains a priority to staff and parents alike. Effective risk assessments and regular fire drills take place to ensure the children are being cared for in a safe environment. An example is the assessment documents which are quickly reviewed when hazards are identified, such as the re-positioning of a number of door handles now prevents children from gaining unsupervised access to hazardous areas. Staff also conduct risk assessments prior to any outings, including the trips to the local park. These measures ensure that children play in a safe and secure environment at all times. All required documentation that promotes children's health, safety and well-being is in place and all requirements are met, although the established procedures for recording medication administered to children is not so robust and results in information not being clearly recorded. Generally good use is made of resources at the setting. The management team however, have already identified the need to balance the range of role play accessories across the provision in order to extend children's access to the educational programme. Despite this, staff work very well together as a team and share tasks and responsibilities effectively throughout the day to ensure children are well supervised and supported. Space and equipment is well organised and helps create a welcoming learning environment where children of all ages can easily access play materials independently, both indoors and outdoors.

Both management and staff make good use of feedback from parents and children. For instance, through feedback from questionnaires, parent committee meetings and support from the local authority advisors, the nursery have begun to monitor and evaluate the provision and consider areas for future development. Despite recent staff changes, including the restructuring of positions and staff moving group rooms, the new manager, as well as the management team, remains completely committed to raising the standards in this setting to promote good outcomes for children. Actions taken are well targeted to improve outcomes for children, for instance, the recent development to the planning and observation system and ongoing developments to the outdoor area so that children benefit from a wider variety of planned outdoor play experiences throughout the day. Children are positively valued because staff work closely with parents to ensure

they have a good understanding of each child's background and needs so that in practice, equalities and diversity is generally well promoted. For instance, boys and girls take equal part in activities and co-operate well together. If children require extra support for any reason, good working links with professional outside agencies helps ensure their individual needs are met, with activities planned to promote specific areas of their development. The provision has established positive partnerships with parents and carers, which means that children benefit from mutual support and consistent care. Parents benefit from a variety of information about the setting, for instance through regular newsletters, informative notice boards and access to the nursery's policies and procedures. They are kept up to date about their children's daily practical care, progress and activities through both verbal and written feedback when they arrive and leave. Parents and carers are encouraged to be involved in the setting. Examples of this are where they are encouraged to come into the nursery and read stories to the children or become involved in the celebration of festivals or annual events. Regular meetings enable parents and carers to discuss children's progress and learning, although as yet parental contribution and involvement is tentative. Liaison with local schools and effective transition arrangements enables children to settle quickly and supports continuity in meeting their needs when they move on.

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

Children are happy to attend this setting and enjoy learning in a caring environment. They are provided with every opportunity to make their own decisions about learning and play and this enables them to follow their own interests. Staff have created a warm and welcoming environment and have effectively organised the play area to provide a good range of toys and activities according to children's ages and stages of development. The outdoor area is designed so all children can engage in a balance of activities at different times throughout the day. Overall, practitioners have a secure understanding of the Early Years Foundation Stage and plan purposeful play, as children engage in a balanced range of free play and planned focussed activities, which are fully based around their interests and needs. In practice, staff are clear about the purpose of activities although the planned teaching and learning intentions sometimes lack in-depth details, such as relevant questions and vocabulary for individual children to fully enhance and support their learning. Despite this, children benefit from a well-balanced routine and take part in a wide variety of activities and experiences that support their development across all areas of learning. The setting has a good procedure for the use of starting points to plan for children. This is complemented by an effective key person system which ensures staff know children well and make regular observations that are effectively used to plan activities that build on their achievements. Planning takes account of their individual needs so children are developing at their own pace and making good progress. For instance, children of all ages are engaging well in a range of floor and table-top activities with practitioners who are close by to effectively support them. They have good opportunities to develop their creative and literacy skills, as they explore a range of natural materials such as shaving foam and gloop. Older children enjoy planned

themes, relating to autumn, for instance, which supports their learning further through the natural world. Here, they show a sense of awe and wonder, as they draw pictures to illustrate what they have learnt. Their drawings are attractively displayed and many show good representation of a hedgehog or butterfly, with their comments clearly illustrating that they are eating boxes, trees and lions. Children are keen to communicate and they confidently start conversations and share their ideas. Babies show pleasure as they join in with songs and rhymes, smiling and giggling as they move their bodies along to the actions. Children's understanding of diversity and difference is enhanced as they celebrate festivals, such as international day and other special events throughout the year. During these occasions everyone is involved, including parents and carers who bring in their own traditional dishes to share with everyone. All children, including those who speak English as an additional language, enjoy listening to songs and taking part in action rhymes. However, staff do not fully value linguistic diversity with regards to a wider range of resources such as dual language books and opportunities for all children to develop and use their home language in their play and learning. A suitable range of information and communication technology (ICT) resources supports children's learning. For example, younger children have easy access to some battery operated toys that they explore and activate by pressing buttons. Older children enjoy using cash registers and telephones when role playing and they have access to computers, keyboards and a range of office equipment, which develops their interest in technology. There are plans however, to extend the range of ICT resources across the provision in order to further enhance children's skills for the future.

Children's welfare is promoted effectively through many positive practices within their daily routines. They enjoy healthy eating through appetising meals and snacks, such as tuna pasta bake with baby carrots. This is supported by lots of visual aids in the learning environment of fruits and vegetables on posters and mobiles, which further promotes children's understanding of healthy lifestyles. Older children grow in confidence and independence as they serve their own meals at lunch time, or select their own materials from the creative table. Meals are cooked on the premises by the qualified cook, planning menus which are in line with specific dietary needs and are displayed and shared with parents. Meal times are sociable occasions with staff and children eating and interacting together. Good procedures are in place to prevent the spread of infection because children are excluded if they are ill and staff follow careful procedures when they change nappies. Children adopt simple good hygiene routines and are supported by practitioners to wash their hands at appropriate times and older children independently wash their hands before they eat or after a messy activity. High regard is given to children's physical movement and to their access of fresh air and exercise, the enabling of which is done via a planned activity throughout the day. Children thoroughly enjoy themselves outside, as they use a range of resources including wheeled toys with good skill. This is supported by regular planned trips and outings to the local park where children have fun running around or using the climbing apparatus. This aids children's enjoyment and further promotes their physical skills. Children learn to keep themselves safe as they move confidently around the secure environment, walking sensibly up the stairs to the role play area, or, when they need it, getting a little reminding from staff to use their walking feet indoors in case they fall over. Children learn about stranger danger

and road safety when going on various trips and walking to the park, wearing high visibility vests to ensure they are learning about their own personal safety. In addition, staff regularly practise fire evacuations with the children and talk to them about why these are so important, which ensures their understanding of personal safety is further promoted. Children feel safe and have a strong sense of security and belonging at the setting. They are confident and approach staff easily if they need help or a cuddle. The staff team are consistent in their approach to behaviour management, thus, being good role models for the children so that they behave very well.

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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