

Kiddies World

Inspection report for early years provision

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Inspector Jacqueline Nation

Setting address Kiddies World Day Nursery, Pound Road, Oldbury, Warley,
West Midlands, B68 8NE

Telephone number 0121 544 3347

Email lynking.kiddiesworld@yahoo.co.uk

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 World Day Nursery opened in 2011. The setting is privately owned and managed. It operates from six rooms within premises in the Oldbury area of Sandwell. Children are cared for in playrooms based on their age and stage of development. The premises are easily accessible, with access to the first floor via a flight of stairs. The nursery serves children and their families in the local and surrounding areas. There is a fully enclosed play area available for outdoor play.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend at any one time. There are currently five children on roll, all of whom are within the Early Years Foundation Stage. The nursery is open every weekday for 51 weeks of the year. Opening times are 7am until 6pm. Children are able to receive funding for nursery education.

The setting employs seven members of childcare staff and all hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are content at this welcoming and friendly nursery, where they make sound progress in their learning and development. Planning and assessment systems are being developed, along with the environment, to ensure all areas are sufficiently resourced. Practitioners demonstrate a positive attitude to inclusion and are developing sound partnerships with parents, carers and other agencies. The setting is in the early stages of their evaluation of the provision and demonstrates a satisfactory commitment to future improvement.

What steps need to be taken to improve provision further?

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

- plan and resource a challenging learning environment where children's play is supported and extended, for example, through access to creative resources and improve the outdoor area to support children's enjoyment and achievement across all areas of learning
- develop further planning and assessment systems to ensure the next steps in children's learning are fully considered
- develop further the quality improvement processes to monitor and evaluate the strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and practitioners are aware of the procedures to follow should they have any concerns about a child in their care. They have established clear management responsibilities in relation to child protection including relevant designated staff. Good practice guidance in relation to safeguarding is shared with parents. All the required checks have been carried out to ensure practitioners are suitable to look after children and have appropriate experience and qualifications. The setting takes the necessary steps to manage or eliminate risks to children by conducting a risk assessment of the premises. Practitioners supervise the outdoor area at all times to ensure children's well-being. Some practitioners have completed fire safety awareness training and all the required fire detection and control equipment is in place. Safety gates are in place to prevent unsupervised access to the front door and practitioners are vigilant about arrival and collection procedures. Visitors' identity is checked on entry and there is a visitors' book in place. All the required documentation is in place. Children's health and dietary needs are documented and practitioners are qualified in administering first aid. This helps promote children's welfare and well-being.

Children benefit by being cared for by caring, friendly practitioners. They are a well established team and are settling into their new premises. Practitioners are committed towards continuing their professional development. They attend relevant training courses to improve their knowledge and skills, such as safeguarding and early language intervention. Practitioners recognise the importance of working collaboratively with other agencies to ensure children get the support they need to help promote their development. There are currently no children who also attend other early years provision. However, the manager is clear about working in partnership with other settings, when the need arises to support children's continuity of care and learning. The setting promotes equality and diversity and all children are valued and respected. There are appropriate systems in place to support children with English as an additional language, as practitioners use key words and seek advice from parents. Children are supported in understanding differences and diversity, through planned activities, food tasting sessions and the use of resources reflecting positive images of society.

Children are cared for in playrooms based on their age and stage of development. The resources are adequate in supporting children's learning and development, they are mostly organised to allow children to initiate their own play. However, children are not able to develop their creative skills spontaneously, by being able to access these resources themselves. Whilst children enjoy playing outdoors, the resources are not sufficient to support children's enjoyment and achievement across all areas of learning

Partnership with parents is satisfactory. There is a regular exchange of information and daily discussions about children's care, well-being and activities. A range of useful documents are displayed in the entrance area, together with the settings policies and procedures. Settling-in procedures are flexible and individual arrangements are established with parents until they are confident that their child

is happy and settled. A good level of information is gathered from parents at the outset to support children and enable practitioners to respond well to their care needs.

The owner, manager and practitioner team are committed to future improvement. They are working with the local authority early years team who are supporting them in developing some aspects of their practice. Evaluation systems are not yet sufficiently established and are being considered. The manager is motivated and sufficiently focused on raising achievement. She has clear priorities for improvement and promoting outcomes for children, demonstrating a commitment to ongoing improvement.

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

Children make sound progress in their learning and development because practitioners have a suitable knowledge of the Early Years Foundation Stage framework. They plan a variety of interesting activities which children enjoy. Planning and assessment systems are currently being reviewed. At present, it is not clear how practitioners use the information gained from observations to plan the next steps in children's learning or how they incorporate this into future planning for individual children. Parents are asked to contribute to their child's learning journey records with their observations from home.

Children arrive confidently at the nursery and are warmly greeted by practitioners. They behave well, and enjoy sociable snack and meal times and help to tidy away toys. Children benefit from practitioner's involvement in their play and their interactions help support children's developing language skills. Children can look at books in a quiet area at regular times to share stories. This encourages an enjoyment of books. Resources are provided to help children develop their mark making and writing skills. They can play in the 'office' and use glue sticks, pencils, scissors and keyboards. Number and problem solving skills are developing well. Children count spontaneously, match objects by colour and talk about shape and size during play. Children enjoy playing in the sand and are excited when they find sea shells. They like to make models using large construction bricks and identify bricks which are the same colour. In the role play area children pretend to cook meals and talk about the food being hot. They are able to dress up, take on different roles and characters and care for dolls in the home corner. Children enjoy being outside in the fresh air and although the range of equipment is limited, they like kicking balls, playing on sit and ride toys and pedalling bikes. They are developing some technological skills by pressing buttons on the keyboard, exploring with magnifying glasses and investigating magnets in the science area. Overall, children are developing satisfactory skills to support their future learning.

Children are encouraged to adopt healthy habits. They wash their hands at appropriate times during the day to help minimise the risk of cross infection. Children are helped to develop a sense of personal safety. They practise the

emergency evacuation procedures and practitioners talk to children about road safety during role play activities. Currently parents provide a packed lunch to meet their child's dietary needs. Children are provided with healthy snacks, such as apples, oranges and milk to drink at snack time. Posters displayed in the room prompt discussions about 'food that keeps us healthy and makes us strong'. Children have individual water bottles which are kept within easy reach, to help them remain hydrated through the day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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