

KIDS Orchard Centre

Inspection report for early years provision

Unique reference number EY358367
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Inspector Parm Sansoyer

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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

KIDS Orchard Centre re-opened in 2007 and is a registered charity operating under the governance of a board of trustees. KIDS is a national charity that has been in existence for over 30 years and was previously registered at this address over the past five years. The core business of the charity is to offer care for children with special educational needs, offering family support and respite care, as well as training and advice. The needs of parents drive the type of support offered by each group. At this location it caters for children with special educational needs and/or disabilities.

It is situated on the outskirts of Stourbridge. A maximum of 15 children may attend the setting at any one time. They open each weekday from 9am to 3pm during school holidays. All children share access to a secure enclosed outdoor play area. The setting has use of a main hall, a sensory room and a quiet room. They receive support from the team for children with disabilities and the early years team of the local authority. The provision is registered on The Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Most of the staff are qualified and the deputy co-ordinator is supernumerary. Many of the staff have experience of working on the play scheme in the past. The play scheme employs 40 members of staff. Of these, half hold appropriate early years qualifications and many are working towards a qualification. There are currently 80 children aged from five to under eight years on roll, who come from a wide catchment area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well supported to help them settle in this warm, caring and inclusive environment. All children are valued and included and their physical and care needs in particular supported very well. Children benefit from a broad range of experiences, resources and systems which are mostly used well to help children enjoy and achieve. Policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Children are supervised well and kept safe although, the written risk assessment lacks some detail. Partnership with parents and carers and other agencies are good. A commitment to continually improve the provision for all children means the leaders of the setting strive for improvement.

What steps need to be taken to improve provision further?

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

- use resources, information gathered from parents and observation more fully to help plan relevant and motivating learning experiences for each child

- update the record of risk assessment to include any assessment of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

There are effective systems in place to ensure adults having contact with children are suitable to do so. There are clear written policies and procedures in place in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility. Staff have a secure understanding of the safeguarding policy and the procedure to follow, if they are concerned about the children's welfare and safety. The provision maintains and updates all the required records, policies and procedures and to ensure the safe and efficient management of the service. Children are supervised very well at all times and staffing arrangements organised very well to ensure children receive one to one support from permanent contracted staff and sessional staff. Effective written risk assessments are in place and regularly reviewed to ensure children are kept safe indoors and outdoors. In addition, a risk assessment is carried out for each specific outing and positive measures are taken to ensure children are safe. However, the written risk assessment does not include all of these specific outings taken with the children such as visits to the local park.

Partnerships with parents and carers and other settings and agencies are good. Parents are kept well informed as they receive detailed information about the provision, activities and its policies. Parents are kept up-to-date about all aspects of their children's care and achievements through verbal, written and photographic feedback. The effective assigned key worker system means parents are consulted heavily about their children's needs and development at induction and throughout their stay. Consequently, the children are included, valued and supported well and necessary adjustments made to ensure they are fully involved. Partnerships with other agencies and professionals are effectively established to help support children's ongoing special educational needs and/or disabilities and transition. Parents and carers and children attending with English as an additional language are supported well to help meet their individual needs.

Staff plan a well-organised programme of activities and experiences for children throughout the week. Most of these experiences are offered off site such as accessing leisure activities, visiting places of interest and also having visitors to the group. Overall the environment both indoors and outdoors is managed well and offers a good balance of adult-led activities and opportunities to freely choose, explore and discover. However, sessional staff who have a developing knowledge of the systems in place and resources available and do not always make best use of what is available to further extend children's play and enjoyment. Each child has an assigned key worker, which means staff have good knowledge of each child's background and needs and meet these individual care and physical needs well. However, sessional staff do not always use information gathered from parents and observation fully enough to help plan relevant and motivating learning experiences for each child.

A new person in charge has been in post for four weeks and is appropriately qualified and experienced and is developing her knowledge of the setting and roles and responsibilities. The senior leaders and centre manager offer good support and direction ensuring the vision for the settings continuous improvement is shared by the whole staff team. Staff are supported well to increase their skills and qualification to help raise achievement and progress. The recommendations from the previous inspection have been tackled well to improve outcomes for children. Self-evaluation is accurate and realistic and involves the staff, managers and leaders. In addition, parents and children's views are sought through written questionnaires and discussion and acted upon to help improve and shape the service offered.

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

The short term nature of the scheme means staff place a real emphasis on supporting children to help them settle. Children are warmly welcomed and greeted by a assigned key person who has special responsibility for working with that child, giving them the assurance to feel safe and cared for and building relationships with their parents. Consequently, children's personal, social and emotional development is fostered well. These positive relationships with the staff help children gain a sense of belonging. Children become familiar and confident within the environment and develop their confidence as they move around their environment choosing what to do. Children who are less confident and unsettled are reassured well by more experienced staff who develop a good rapport with children to help them settle and enjoy the routine.

Children's communication skills are supported well though the of basic sign language, makaton and the use of pictorial signs and symbols, which help children gain an understanding of the routine and what is going to happen next. An appropriate range of books which include texture, flaps and sound are mostly used well to develop children's fondness for stories. For example, children are delighted as they enjoy a book with a hand puppet to help increase their fondness for books. Many children enjoy music, dance and instruments to develop their creativity. Children begin to develop an interest in early writing skills as they use the chalk, white board and writing materials both indoors and outdoors.

Children's knowledge and understanding of the world is supported well to help them make sense of the world. The programme of activities for the week offers many good first hand experiences. For example, children have visited the local zoo and benefited from a visitor who has brought in animals for children to get up close and touch. Children have some planned opportunities to explore about and find out about plants and creatures in the natural habitat as they visit the local park and use the garden to explore the natural environment. Opportunities to tastes various foods from around the world and listening to a variety of music helps children learn about their own and others cultures. Children have access to a broad range of resources which make sound, light up, reflect light and encourage children to press buttons and lift flaps, to engage their interest.

The extent to which children adopt healthy lifestyles is good. Staff adopt effective hygiene practices to prevent the spread of infection and all areas of the setting are kept clean and hygienic. Meals are provided by the parents and enjoyed by the children. A good emphasis is placed on promoting the children's physical skills through sport and leisure. For example, children enjoy a weekly swimming session and make good use of a local centre which is specifically designed to provide safe physical play opportunities for children with disabilities. Children benefit from the access to fresh air and the outdoor environment throughout the session, when they are on site, which contributes well to their health and well-being. Children are supported to keep themselves safe with the consistent and gentle approach from the staff. They successfully develop skills for the future through becoming active and inquisitive 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	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