

KIDS Pre-School Nursery

Inspection report for early years provision

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Inspector Lorraine Sparey

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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 was registered in 1996 and provides a range of services for children including an Early Intervention Service for under two year olds and extensive community based services for birth-19 year olds, including Outreach, Family Support, Young Carers and Training for other providers. It is a branch of a national charity and is registered to provide care for 40 children aged two years to eight years.

The centre is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. The centre provides three types of provision, which includes a nursery pre-school for children aged two years to five years, a holiday play scheme for children aged two years to eight years and a Saturday fun club for children aged two years to eight years. Most children who attend have a variety of special needs, some have multiple disabilities. Children are referred by parents, health departments and social services. The nursery is inclusive and children come from a wide range of backgrounds and from a wide geographical area. Some children are transported in by mini-bus with escorts for each child.

The nursery is registered for sessional care for a maximum of 26 children aged two years to five years and there are currently 34 children on roll. The nursery is in receipt of nursery education funding for children aged three and four years.

Opening times are 9.30am to 4pm Monday to Friday term time only.

The Early Years Manager, responsible for the overall organisation of the nursery, holds Early Years Professional Status. A team of six staff work directly with the children, all of whom hold relevant early years qualifications. In addition, volunteers work with the staff and children. The nursery incorporates a Highscope approach. It is a member of Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the exceptionally inclusive environment where they access an extensive range of high-quality play and learning opportunities. Highly skilled staff who are extremely enthusiastic and dedicated work closely with children and their families to enhance children's care, learning and development. In addition, staff work very closely with other early years professionals to fully support and promote children's uniqueness. Management are very proactive in involving everyone in the decision-making from parents and children to staff and volunteers. As a result, they are well placed to make continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- extending opportunities for children to explore the outdoor environment.

The effectiveness of leadership and management of the early years provision

Highly skilled staff place an exceptionally high emphasis on keeping children safe. There are detailed policies and procedures and staff attend training to keep their knowledge and skills up-to-date. As a result, any concerns with regard to children's welfare are immediately and effectively dealt with. Children's health is exceptionally well promoted. Staff ensure that they are fully informed about any medical or health requirements the children may have to enable them to meet these needs. Extremely rigorous and robust recruitment and vetting procedures enable management to appoint highly skilled and dedicated staff. Parents sit on the interview panel to enable them to be involved in the process. Thorough and detailed risk assessments are in place to ensure that the environment is safe, secure and well maintained. Individual risk assessments with regard to the children are in place to fully promote their safety.

There is an extensive range of high-quality resources which are easily accessible to the children enhancing their learning and development. Highly skilled and enthusiastic staff provide excellent levels of support to ensure that every child is fully included and is enjoying themselves. The space within the nursery is used exceptionally well to create different learning opportunities tailored to children's individual needs. The sensory room provides an excellent resource to do some individual work with children in a relaxed and fun environment. A soft play room provides opportunities for children to extend their physical skills. The outside area is well resourced, however, opportunities for children to freely explore are not always fully supported.

Partnership with parents and carers are outstanding. They receive high-quality information about the setting and are encouraged to be completely involved in their child's care and learning. A parent's forum provides excellent opportunities to put forward their ideas and discuss relevant issues. Parents report that they are exceptionally pleased with their children's progress. They feel staff are exceptional and nothing is too much trouble for them. As a result, they are confident their children are very happy in the setting. Staff develop secure relationships with other early years professionals that they work extremely closely with to enable children to reach their full potential. Speech therapists work closely with staff in the session to support children's language development.

There are very effective systems to monitor and evaluate the provision, including completing the Ofsted self-evaluation form. The systems involve parents, carers, children and staff in the decision-making. Staff evaluate daily to ensure that children's individual needs are met. Management and staff have a clear vision for the nursery to ensure that every child reaches their full potential.

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

Children thoroughly enjoy their time in this fully inclusive environment. They are developing secure and trusting relationships with both staff and the other children. Their individual needs are exceptionally well met by the enthusiastic staff. Children benefit from excellent levels of support and encouragement. Children are motivated and keen to try new experiences. They are encouraged to choose their own activities throughout the session. Small-group work time enables staff to concentrate on specific skills they would like the children to learn. Children excitedly sing or sign with staff as they sing the welcome song. They patiently wait their turn to count the children. Their independence is exceptionally well fostered.

At snack time staff encourage children to choose for themselves and the older children prepare their own snacks. In the outdoor area children thoroughly enjoy playing on a pirate ship and show good control over their bodies as they climb up the steps onto the slide or the climbing frame. A child spends considerable time placing skittles before excitedly knocking them down with the ball. They invite another child to join them telling them they have to knock the skittles down with the ball. Staff support children's learning using effective questioning and introducing different words throughout children's play. For example, a child crawls underneath and a member of staff says 'you are underneath the box'. Children are confident to play independently.

Staff are exceptionally knowledgeable about the Early Years Foundation Stage Framework and effectively plan activities and play opportunities to meet children's individual needs. These include adult-led and child initiated play opportunities. They evaluate each day to ensure that all children are making rapid progress in their learning and development.

Children's understanding of healthy lifestyles is exceptionally well promoted. They automatically flush the toilet and wash their hands. They benefit from healthy and nutritious snacks some of which they have grown in their fruit and vegetable plot. Children's understanding of safety is very well promoted. Children are encouraged to take controlled risks to learn how to keep themselves safe. Their behaviour is exemplary given their age and stage of development. Staff are extremely positive role models and their exceptional use of praise enables children to quickly learn the boundaries and expectations.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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