

Kidz OK Ltd

Inspection report for early years provision

Unique reference number EY420490
Inspection date 14/11/2011
Inspector Fiona Robinson

Setting address Little Parndon Primary School, Park Mead, HARLOW, Essex,
CM20 1PU
Telephone number 01279445566
Email kidz.ok@hotmail.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kidz OK Ltd was registered in 2011 and operates from Little Parndon Primary School in Harlow, Essex. It is accessed on the ground level to the front and rear of the premises. All children share access to a securely enclosed outdoor play area and have the use of the outdoor environment of the host school. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

Kidz OK Ltd may care for no more than 52 children from birth to eight years of age, of whom no more than 52 may be in the early years age group and of these, not more than three may be under two years at any one time. Currently there are 82 children on roll, all of whom are in the early years age group and of these, 59 receiving funding. The setting is open each weekday from 8.40am to 3.10pm, throughout the year. Children come from the local area and attend for a variety of the sessions on offer.

There are 16 members of staff who work with the children. Of these, one is working towards an Early Years Foundation degree; one holds a National Vocational Qualification (NVQ) at level 4; ten hold NVQs at level 3 or the equivalent; one holds a NVQ at level 2; and three are working towards NVQs at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their activities and behave well in a bright, stimulating environment. Staff take into account their individual needs and interests and ensure that all children are included and treated equally. Partnerships with parents and carers, the host school and outside agencies are outstanding, and information is shared very effectively. Children respond well to the care and support they are given by making good progress. The manager and staff clearly identify where their strengths and areas for development lie, such as developing the layout of the outdoor area. They demonstrate a good capacity for future improvement.

What steps need to be taken to improve provision further?

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

- develop the use of information and communication technology resources in activities to support children's learning and development
- develop problem solving and investigatory experiences in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare well. They have a good understanding of safeguarding and child protection procedures. Comprehensive policies, procedures and documentation are in place, which are regularly reviewed and updated. Risk assessments are carried out daily to ensure children stay safe. Fire evacuation procedures are practised regularly so that staff and children become familiar with the routine. Staff are deployed effectively to ensure children are fully supervised throughout the sessions. There is a high level of security at the main door and rigorous collection procedures are in place. There are robust staff recruitment and vetting procedures in place to ensure that all adults having contact with the children are suitable. Children use a good range of equipment and resources that are well-maintained and suitable for their age.

The leadership and management of the setting is good. There are good self-evaluation systems in place and staff value the views of parents and children. Staff meet regularly to discuss planning, assessment and areas for improvement. They have a clear idea of areas for development, such as resources for the outdoor area and gaining a clear overview of children's attainment on entry and progress over time. Staff actively promote equality and diversity, with good levels of support for children with special educational needs and/or disabilities, and those who speak English as an additional language. As a result, they make similar progress to their peers. Staff make effective use of a good range of resources to meet most of the needs of the children. However, planning indicates that opportunities are sometimes missed for children to make full use of technology, such as the interactive whiteboard, digital cameras and computers in activities. Also, the grassed outdoor garden does not provide enough opportunities for children to investigate and solve problems, which limits the development of these skills. The manager and staff regularly monitor activities and access relevant training courses to enhance their knowledge and experience.

Partnerships with parents and carers are outstanding and they are very familiar with the policies and procedures of the setting. They receive regular, comprehensive information about special events, such as sports day and fundraising activities through discussion, newsletters, the website and the parents' notice board. There is a close and supportive relationship with parents and carers, which contributes significantly to children's well-being. They say they are kept very well-informed of their children's achievements and progress and highly value opportunities to view their children's learning journeys with staff. Parents are extremely supportive of fundraising activities and attend performances, such as the Nativity show. There are excellent links with the host school and the setting benefits from its outdoor environment. Staff work extremely closely with outside agencies, who help them to support children with special educational needs and/or disabilities. Also, information is shared very effectively with Foundation Stage staff to ensure a smooth transition into full-time education.

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

Children achieve well because staff place a strong emphasis on learning through play. Staff have a comprehensive understanding of the children's interests and ideas and incorporate these into the planning and organisation of activities. Children make their own choices of play activities with good support from staff. Planning is evaluated carefully and staff use the information effectively to help children build on their existing skills. Themes, such as 'autumn' and 'light and dark' result in colourful displays which make the environment bright and stimulating.

Children are well-behaved because staff have a consistent approach to managing behaviour. Children help to compile rules and boundaries, which are used and reinforced by staff. They share their resources sensibly as they make shapes from modelling dough and paint a large Christmas tree. Babies and children are given lots of attention and build meaningful relationships with staff. Staff encourage them to be independent and confident in their choice of activities. They have a good appreciation of other cultures and the wider world through activities based on festivals, such as Diwali, Christmas, the Chinese New Year and Easter.

Children develop a good understanding of keeping themselves healthy and safe. They learn how to make healthy choices at snack time and help to prepare cheese crackers, pancakes and fruit kebabs. They develop their physical skills well as they climb, balance and ride their pedalled vehicles. Good routines are established for the youngest children. Babies and toddlers use a good range of equipment to promote their strength and balance on an open-spaced carpeted area. Older children are keen to grow their own vegetables, such as runner beans and carrots in their outdoor garden. They develop a good understanding of keeping safe and learn how to use equipment safely as they cook and taste their vegetables. Children benefit from talks on fire and road safety and practise the correct way to cross the road in their outdoor area.

Children are keen to learn and achieve well in most of their activities. They listen attentively to stories, such as 'Jack and the Beanstalk', and enjoy retelling them through role play. Their creativity is fostered well through printing patterns with leaves and vegetables. Children skilfully make models of rockets and glittering pictures of fireworks. They also enjoy mark making in custard and shaving foam. Children welcome opportunities for role play in their den areas. Children are aware of issues such as recycling through topic work. They are keen to listen to instruments such as the saxophone and enjoy participating in musical activities. Overall, staff are preparing them well for their future learning experiences.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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