

Kiddisafe

Inspection report for early years provision

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EY357959

Inspection date

25/11/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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

Kiddisafe was registered in 2007. It operates from the main hall at the North Evington Free Church in Leicester. Children have access to a secure enclosed outdoor play area. The setting serves the local and surrounding areas.

The setting is open five days a week during school term times. Sessions are from 9am to 12pm. Children attend a variety of sessions. The setting is registered to provide sessional care for a maximum of 26 children aged from two to eight years. There are currently 20 children on roll, all of whom are within the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are four members of staff who work with the children, all of whom hold a relevant early years qualification. 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 are happy and enjoy attending this warm and welcoming environment where space and resources are organised well. Staff have formed good partnerships with parents and other early years providers to ensure that information is regularly shared in order to fully support children. Policies and procedures are mostly effective and documentation is regularly reviewed and stored appropriately to ensure confidentiality is maintained. Staff reflect on their practice and through discussion, it is evident that they have clear and ongoing targets for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of attendance, includes times of arrival and departure and the children's full names. (Documentation) 09/12/2011

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

- review and improve hand drying systems to prevent the spread of infection.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of safeguarding procedures and the signs and symptoms of abuse. They are aware of their responsibility to report any concerns to the relevant agencies so that children are protected from harm. Robust vetting procedures ensure that all adults are suitable to work with the children. A risk assessment has been effectively implemented, therefore, potential risks to children both inside and outside the setting are suitably identified and minimised. Security is good and exits are well supervised to prevent unwanted visitors gaining access to the setting. There are clear procedures for contacting parents and carers if an incident occurs and to ensure children are collected only by authorised people. Space is organised well and a warm welcome awaits children from the moment they walk through the door.

Staff endeavour to establish positive relationships with parents and carers to ensure continuity of care. Parents chat with the staff when they collect their children and the two-way flow of information ensures that they are fully informed of their child's daily activities. Parents receive an information pack which outlines the setting's policies and procedures. They are made aware of whom their child's key person is within the setting in order to exchange information regarding their child's care. Staff do their utmost to obtain progress reports for children who attend other early years settings through discussions with the child, their parents and the setting that the child may also attend, enabling them to fully support the child's individual needs. Staff are well deployed and work well as a team. They are committed to raising outcomes for children and are dedicated to improvement and professional development. They regularly attend training and workshops to update their skills and knowledge and are able to identify the setting's strengths and areas for improvement. They make good use of their evaluations to develop the provision; as a consequence the recommendations from the previous inspection have been fully met and implemented. There is a good liaison with the local schools and pre-schools and effective systems are in place to support children with special educational needs and those who speak English as an additional language. Staff work alongside special educational needs coordinators and speech therapists to enhance children's experiences and ensure their individual needs are met. Documentation is well organised and regularly reviewed. However, the daily record of children's attendance is not accurately maintained because times of arrival and departure and the children's full names are not recorded to ensure their safety is fully protected.

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

Children are happy to attend this calm and welcoming environment where the focus is very much on enabling children to initiate their own play. They are relaxed in the company of staff, happily engaging them in their conversations and play. Children are valued and staff help them to feel good about themselves by frequently providing support, praise and encouragement, while managing their

behaviour well; this helps build children's self-esteem. Staff obtain information from parents about their child through an 'all about me' form so that they can contribute to their child's learning. This enables staff to effectively plan a suitable range of activities to build on and consolidate children's knowledge. They plan a range of exciting activities, ensuring there is a good balance of adult-led and child-initiated activities and have implemented an effective system to monitor and evaluate children's progress towards the early learning goals. Staff carry out spontaneous and focused observations as children play and record their finding in the children's individual learning journals; in addition, photographs are used to demonstrate children's achievements and specific activities undertaken.

A wide range of art and craft materials are available and children enjoy painting, drawing, colouring, collage, modelling and play dough. They love using their imagination during role play and lots of fun is had when they dress up in police and fire fighter costumes. All children are welcomed and valued. They learn to embrace equality and diversity in a number of ways. They have access to a variety of resources that show positive images of people in society and these are sufficiently used to help children learn about similarities and differences. They look at different festivals when joining in a cultural day. This helps raise their awareness of Diwali, Eid and Christmas and the significance and meaning behind the celebrations. Outdoor activities are very much appreciated by all children. They excitedly play with push-alongs and wheeled toys, competently climb steps up to the slide and confidently manoeuvre their bodies around the climbing frame. Children regularly participate in music sessions and enjoy using musical instruments to tap out the beat and dance to familiar music. They eagerly join in with familiar actions rhymes and concentrate well when listening to stories. They are provided with plenty of opportunities from a young age to develop their mark making skills and know how to use stencils. Children have good opportunities to develop their understanding of technology through the use of a computer and programmable toys and resources. Children's basic numeracy skills are encouraged through daily routines, books, action rhymes and construction play. Older children can count confidently beyond 10 and show increasing skills in counting from 10 in descending order.

Children are aware of rules and boundaries in order to keep them safe, such as no running whilst indoors. Rules are displayed for all children to see and they are reminded of these when necessary. Children behave well and show a caring attitude towards each other. Children learn about keeping themselves safe through discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Children learn the benefits of being active and begin to understand the importance of adopting a healthy lifestyle. They demonstrate a clear recognition of following good personal hygiene through the established and well-practised routines. They wash their hands before eating and attend to their own care needs, with sensitive support when necessary from staff. However, their health is potentially being compromised because on occasions they use the same towel to dry their hands. Mealtimes are social occasions where children and staff sit together and engage in conversation. Fresh drinking water is freely available throughout the session. Staff are fully aware of each child's individual dietary needs and ensures these are met.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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