

# Evolution Kids Club & Nursery

Inspection report for early years provision

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**Unique reference number**

EY435561

**Inspection date**

23/01/2012

**Inspector**

Cilla Mullane

**Setting address**

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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

Evolution Kids Club & Nursery was registered in 2011 and is owned by Evolution Kids Club & Nursery Limited, which also owns another setting. The nursery operates from a building in Eastchurch, Sheerness, Kent. There are two playrooms indoors and a cabin in the grounds. There is access to secure and enclosed outdoor play areas.

A maximum of 40 children aged under eight years may attend the nursery at any one time, of whom thirty may be in the early years age group, and of these, ten may be aged under two years. There are currently 19 children in the early years age group on roll. The nursery also registered on the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7am to 8.30pm for 52 weeks of the year, closing for bank holidays. The nursery is in receipt of funding for three and four year old children. Care is offered to children who have special educational needs and/or disabilities and the nursery is also able to support children who speak English as an additional language.

There are five staff members employed to work in the nursery, including the owner/manager. The majority of staff hold a National Vocational Qualification at level 3 in childcare; this includes the manager who is qualified to level 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress from their starting points, as staff plan effectively to meet their individual learning needs and to develop their interests. Skilled and caring staff create an atmosphere where children feel safe, confident and valued. Children benefit greatly from the well resourced, safe and clean environment, but full use is not yet made of the garden. Relationships with parents are very strong, with good quality information shared regarding the nursery's operation and their children's wellbeing and progress. Children learn about different types of people and the wider world, and start to value differences through a wide variety of resources and activities. The nursery's ability to maintain continuous improvement is strong, due to robust ongoing self-evaluation and challenging but realistic action plans.

## What steps need to be taken to improve provision further?

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

- develop the outdoor area to offer more free access, and to reflect and

complement the indoor environment and provision of activities.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is promoted well, and thorough safety procedures result in a very safe and secure nursery. The staff recruitment process is robust, resulting in qualified and knowledgeable adults who work well together and skilfully with the children. Adults have a good knowledge of child protection issues and procedures, and most hold current first aid qualifications, equipping them with the knowledge to act in children's best interests in an emergency.

The environment is extremely welcoming and equipped with good quality, fun and challenging toys and equipment. It is especially rich in images and resources that show diversity in society. Children learn to respect people with disabilities, as adults discuss the use of the real wheelchair and crutches with them. Pictures of different kinds of people help children to appreciate everyone as an individual. As the numbers of children increase at the nursery, good systems allow the staff to consider the progress of groups of children, such as those who speak English as an additional language, in order to make sure any gaps in learning and achievement are addressed.

The manager is ambitious, has a clear vision for the future, and is committed to providing a good quality service to children and their carers. She conveys this mission successfully to the staff, supporting their training needs. Responsibilities are delegated sensibly, so that staff feel a sense of ownership and inclusion. Management and staff work together to evaluate all aspects of the nursery, and have prioritised challenging areas for development in order to improve outcomes for children. These include equipping a sensory area in the garden. Children and their parents are included meaningfully in the self-evaluation process. For example, key staff find out children's views through their parents, recording the 'children's voice'.

Parents are effectively encouraged to become included in their children's learning. They take books home to read with their children. Children gather eggs from the chickens, then take these home and cook something. They then enter a photo of the result in a book for staff and other children to share and discuss. Parents report great satisfaction with the information online on the nursery's website, and the friendliness of the staff. They feel that children have great relationships with their key person. Staff are supportive and reassuring to parents who have to settle their children and leave them for the first time, showing a good understanding of parents' needs and worries.

Partnerships with other people who care for the children are developing well in this new setting, and links with schools and other professionals are valued in order to ensure children's consistent development and progression.

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

Children make good progress in their learning. A strong system for planning the resources and activities in the rooms results in all areas of learning being provided for on a rolling programme. Children's thorough records are used to monitor their progress, and plan for their interests as well as for areas where they will benefit from additional input.

Children's knowledge and understanding of the world is well promoted; for example through their care for the many animals in the nursery, which they monitor closely. They are excited by the antics of the Degus, and regularly go outside to gather the chickens' eggs. Children use their imaginations superbly with adults' sensitive support. A game about pirates, treasure, secret hiding places and giants lasts for a long time, and children work together to solve problems, working out how they can eliminate the 'baddies'; they draw maps to help them locate the treasure, and examine objects using magnifying glasses.

Children show a great sense of belonging within the nursery, partly due to their establishing positive relationships with their key persons. Children can explain how to look after themselves when out and about, describing cars as they cross the road. They know that if the fire alarm sounds they need to walk outside, rather than run. Children are kind to one another, remembering that one of the 'golden rules' is to share, and they willingly take turns. They are keen to take care of their environment, tidying up enthusiastically when staff start the music which signifies 'tidy up time'. At group time, children are confident, asking to sing in front of the others. Their contributions are appreciated by staff and the other children, who applaud, making them feel special and valued. Stickers are used very effectively as rewards, encouraging good behaviour. A children's 'art gallery' is a place where children can post their work, giving a good sense of accomplishment.

As they support children's imaginary play, adults include conversations about healthy eating and taking care of their bodies. Children run to the role play area to find carrots and strawberries so that they can grow 'big muscles' and 'fight the giants'. At lunchtime, the group discusses the benefits of eating vegetables, carefully opening the green beans to find the small beans inside. The garden is a great resource, where children benefit from play in the fresh air, races and challenging apparatus. However, staff do not make the most of opportunities to enable children free flow to this area, and it is yet to be developed to its full potential.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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