

Kidz@Williams

Inspection report for early years provision

Unique reference number	EY368779
Inspection date	16/01/2012
Inspector	Janet Singleton

Setting address	Bakerhouse Road, Nelson, Lancashire, BB9 9NW
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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

Kidz@Williams registered under the Rocking Horse Club, Pendle Ltd in 2008. The setting is part of the Walton Lane Children's Centre and Nursery School and operates from the satellite centre at the Williams Hall, Nelson, Lancashire. The setting serves the local area and has links with the local school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday for 50 weeks of the year, with sessions being held between 9am and 5pm. Children are able to attend for a variety of sessions, including a creche and playgroup. A maximum of 30 children may attend at any one time. Currently there are 30 children on roll who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

This setting employs four members of childcare staff who work in the creche and playgroup, two of whom hold appropriate early years qualifications at level 3 and one at level 4. There is also a member of staff with Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners have an outstanding understanding of the Early Years Foundation Stage, which enables them to support children in making significant gains in their learning given their starting points. Partnerships with parents, carers and others are exemplary. All policies and required documentation are in place, reviewed and support the outstanding outcomes achieved for all children. The comprehensive systems for the evaluation of the quality of the provision are highly effective. The setting demonstrates a committed approach to maintaining continuous development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further links with the indoor and outdoor environments so that children can move freely between them during their time at the setting.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are outstanding, with highly skilled and very knowledgeable practitioners in place. A commitment to working with other agencies, for example, health and social services, ensures children are fully supported should there be any safeguarding concerns. Highly beneficial meetings are held with the special educational needs services and information is sought from other settings regarding children's progress towards the early learning goals. As a result, partnerships with others are exceptional and outcomes for children are improved. Comprehensive risk assessments for both the premises and the activities provided mean children can play and learn in a safe environment. Robust vetting procedures, which include the mapping of practitioners' qualifications and training and a record of their Criminal Records Bureau checks, further safeguard children. Induction, appraisal and training all contribute to the continued development of practitioners' skills in progressing children's overall development. The setting maintains a wide range of documentation, policies and procedures, which are regularly reviewed and contribute to the effective management of the provision. Through play, topics and the practising of the emergency evacuation procedures, children are learning about how to keep themselves and others safe.

Furniture, equipment and resources are of high quality and support the needs of the children. Through the stringent audit of the play provision and the topics provided, children's individual needs are planned for and activities evaluated to determine their success. The highly effective observation, assessment and planning procedure, combined with the exceptional intervention of practitioners to ensure all children are included, means that children's progress towards the early learning goals is outstanding.

Practitioners have excellent relationships with parents and carers. Through comprehensive and effective information sharing with parents, they work extremely well to promote continuity of care and to meet children's individual needs. Staff communicate with parents on a daily basis to share important information regarding children's individual routines and development. They are asked to contribute to their child's learning journey record, ensuring their full involvement in their child's learning and development. Parents use the information and suggestion board to contribute their ideas and thoughts about the setting, with this information used to inform future practice. They take part in a variety of sessions held at the setting and say they feel fully involved and valued. Parents have access to a wealth of information about the setting and other supporting agencies, should they require any further support. The manager's and practitioners' commitment, enthusiasm and dedication in bringing about improvement are exemplary. The internal audits of the provision, the monitoring and tracking of children's progress, and the involvement of parents in providing feedback result in a setting that has high expectations across all areas of practice. Practitioners are motivated and enthusiastic, working together to improve outcomes for children and continually develop the provision. This results in well-targeted areas for improvement. However, the outdoor area is not open

throughout the whole session which limits children's choice in being able to decide if they wish to play outdoors or inside.

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

Practitioners have excellent relationships with the children. They are actively involved and use a considerable range of teaching methods to support them in achieving outstanding outcomes in most areas. Practitioners support children at their level, sitting with them in the playroom. They ask open-ended questions so that they challenge children's thinking and learning. The highly meaningful and individual planning is monitored through the programme of assessing and mapping the children's progress against the outcomes and areas of learning. This means any gaps in children's achievement are identified and planned for. Quality of teaching is led by the early years teacher, who oversees the children's progress and ensures all children's individual needs are being met. This is carried out through monitoring their individual development and providing an inclusive approach. High quality observations completed by the practitioners are used to monitor children's progress and plan a balanced curriculum for all. The procedure used for the assessment is rigorous and individual to the child, supporting the inclusive approach aspired to by the setting.

Practitioners support children's language, communication and early literacy skills very well, skilfully engaging them in conversation about their play and taking their lead from what the children say and do. They encourage children to seek enjoyment from books as they read stories and ensure they have free access to the books. Younger children are supported exceptionally well to take part in the activities because of the practitioners' skills in engaging them; for example, they hold them in their arms to enable them to wave their ribbon to the music. They hold their hands and sing as the babies giggle, smile and enjoy the experience with the other children, feeling confident and secure with the practitioner. This approach allows the children to socialise and be supported in carrying out those activities they cannot yet do for themselves.

Through the continuous play provision, which practitioners regularly audit and evaluate, children make excellent choices and access high quality activities and experiences across all areas of learning. They count and measure as they learn about simple number concepts. They engage in role play and extend their play across other areas of learning as they use pretend food, and their imagination, to make breakfast. Through the sensitive support of practitioners, this opportunity is used to develop their understanding of healthy lifestyles. Practitioners discuss with children how milk makes you strong, and the healthy options regarding their dietary needs. Through observing and taking part in good everyday routines, they learn about hand washing before eating and after attending to their personal needs. Children show a strong sense of security through the excellent organisation of the routines and the environment, this being very safe and very welcoming; for example, practitioners reassure children when visitors are present. Practitioners make superb use of their time to support children and this contributes to their feelings of being safe. Babies show their sense of security and belonging as they

are confident, moving freely throughout the setting and seeking out the resources they wish to play with. Routines from home are followed, with babies observed to be settled and secure in the setting.

Children are helped to manage their behaviour as they are reminded to sit when eating. This encourages the development of their concentration levels and listening skills necessary for their future learning. They are polite, and through play and a supportive approach they learn about taking turns and sharing. They play harmoniously and independently as they take a full and active role in their learning. They practise their skills in matching and use their co-ordination to complete the jigsaws as they persevere in putting the correct pieces together. They are enthralled and motivated to try as their level of concentration is developed. Practitioners are skilled at stimulating children through their superb use of praise and encouragement, celebrating their achievements with claps and positive expressions. This contributes to children having a positive self-image. Through talking about cultures and the differences and similarities of people and by bringing their community into the setting, the children are able to explore the world in which they live. Children are supported and valued as they are involved; for example, practitioners ask children what they would like to do and how they wish to partake in the activity.

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

The quality of the provision in the Early Years Foundation Stage	1
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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	2
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