

Kidsown

Inspection report for early years provision

Unique reference number

EY415535

Inspection date

30/01/2012

Inspector

Jennifer Liverpool

Setting address

Mill Grove, 10 Crescent Road, LONDON, E18 1JB

Telephone number

02082524194

Email

tanya@kidsown.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 2012

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Kidsown was registered in 2010. It is owned by a private individual and operates from Mill Grove, a two-storey building located in South Woodford within the London Borough of Redbridge. The main play rooms are situated on the ground floor and access to the first floor hall is via a flight of stairs. Children have access to three outdoor play areas, all adjacent to each other. This setting offers before and after school care and operates each week day from 8am to 9.15am and 3pm to 6pm during term time. A holiday play scheme operates during four weeks of the school summer holidays, subject to demand, from 8am until 6pm.

A maximum of 32 children under eight years may attend the setting at any one time. Of these, eight may be in the early years age range and of these two may be under two years. There are currently 11 children attending who are in the early years age group. Children in the later years age group also attend before and after school. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are seven permanent staff working with the children. Of these, over half 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 satisfactory.

Children's welfare is appropriately promoted overall, although risk assessments do not include everything children come into contact with and conditions of registration have not been fully met. Children's learning and development is progressing reasonably well as staff understand children's individual needs and provide opportunities to support their interests. However, the organisation of activities and resources does not promote children's independence skills. Positive relationships with parents and the growing links with schools children attend help to promote continuity in children's care learning and development. The leader and the staff team have responded to most of the previous actions set at inspection, although some required documentation is still not fully maintained. Overall, the setting demonstrates a satisfactory capacity to improve the outcomes for the children.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance. (Documentation) (also applies to both parts of the Childcare Register).

31/01/2012

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

- amend the risk assessment to include anything with which a child may come into contact with
- review the organisation of the room and also the storage facilities so that children can select and use activities resources independently.

The effectiveness of leadership and management of the early years provision

The children are appropriately safeguarded because staff have a sound knowledge and understanding of safeguarding issues. An up-to-date safeguarding policy is now in place to guide the staff in how to proceed if they have any concerns about a child in their care. The provider is caring for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. The setting has addressed the actions set previously relating to vetting procedures, staff's qualifications and availability of certain records. Systems have been put in place to ensure all new staff members and volunteers working in the setting are appropriately vetted, and these are readily available for inspection. Also, half of the permanent staff now hold a relevant childcare qualification. This supports the children in the setting.

The provider has introduced regular meetings with staff to exchange information and review practices. Staff are encouraged to attend training courses to develop their knowledge of childcare and, since the last inspection, many of them have attended training in safeguarding and first aid. Additionally, staff involved in preparing and handling of food have attended food hygiene training. In response to the action raised at the last inspection the setting has put in place a procedure for the emergency evacuation of the premises and has addressed the recommendation to carry out regular fire drill practises with the children. Staff carry out regular risk assessments at the beginning of each session to identify and reduce potential hazards. Children are generally kept safe indoors, although toys are stored on top of book cases that are not fully secured, so could topple. There are clear procedures for outings and the collection of children from schools. For example, all children wear a bright orange labelled sash, which helps to identify the setting that the children attend in the event that they get lost. Most staff hold a current first aid certificate, which means they are qualified to provide support if there is an accident. Most mandatory records are in place; however, the record of attendance is not well maintained as children's departure times are not always recorded. This breaches requirements.

The deployment of resources is sound. There are suitable contingency plans to cover for absences to ensure children are appropriately supervised. Children are grouped according to their stage of development and the key person system enables them to receive appropriate support throughout the session. In the main the toys and equipment reasonably meet the needs of the children attending the before and after school sessions. Staff demonstrate a positive attitude towards equality and diversity as they treat children as individuals and consider their needs when providing resources, activities and planning the menu.

Relationships with parents are sound. Parents provide appropriate information to staff about their child. This helps ensure that children's care needs are known and met. Parents receive suitable information about the provision, which outlines the procedures and policies for childcare. Parents are encouraged to complete questionnaires to share their views about the setting. In response to the parents' feedback the setting has now put in place daily diaries that keep parents informed about their child's well-being. The staff have positive links with schools, which contribute to children's continuity of care. The setting demonstrates commitment towards continuous improvement, which is indicated through developing the self-evaluation and the meeting of most actions and all recommendations set at previous inspections.

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

Children's care is appropriately supported by staff who understand their individual needs. Children feel secure within the environment as the key person system enables careful supervision to take place. At times during the session the children in the early years age group and the older children come together, encouraging interaction between the age groups. The younger children learn from others as they are shown how to play hide and seek and to understand the rules of the game. Children are developing good relationships with their peers and adults. They are learning to cooperate and play together as well as learning to share and take turns when playing. Toys and resources are appropriate to children's ages and stages of development. Activities and a range of toys are set out for children each day. However, children are not always able to choose other toys because the storage tubs are mostly hidden behind large armchairs. Also the tubs are deep and this makes it difficult for children to reach inside or see what they want. This does not encourage them to extend their play and make independent choices about the resources they use.

Staff observe children during play and at routine times and are steadily identifying children's interests. Staff are beginning to use this information when providing activities for children. For example, a visit to the local fire station and making and listening to the sounds of the emergency sirens have been planned as activities because of the children's interest in the police and fire brigade. Staff record the significant steps in children's development and keep a profile of the children's

work, including photographs of children at play, to share with their parents. Children's communication and language skills are developing as staff introduce new words relating to themes. Staff read stories and ask questions to build on children's vocabulary. Younger children express their feelings and needs verbally and non-verbally. Children show interest in counting and they are beginning to recognise the properties of simple shapes when looking at pictures in books and playing with puzzles. Staff introduce topics to help children learn about other cultures. Themed activities, such as making lanterns and dragons out of clay to celebrate Chinese New Year, enable children to develop a positive attitude to others. Children's creative development is encouraged as they learn finger and hand painting techniques and make three dimensional models of clay dragons and paper lantern mobiles. These activities help children make steady progress and to develop skills to support future learning.

Children's understanding of personal hygiene is developing as staff encourage them to follow appropriate hygiene routines. The setting gathers relevant information regarding children's dietary requirements. This helps staff meet children's dietary needs. Children benefit from varied foods that are cooked on the premises, such as chicken korma with rice and vegetables, meatballs, mashed potatoes and vegetables. Children have a choice of three fresh fruits each day. This helps them to recognise foods that are good for them. Children regularly play outdoors and extend their physical skills during the early evening when it is light outside. Photographs show children participating in various physical activities, using hoops and balls or climbing and running. This helps them develop healthy lifestyles. Children are learning to take responsibility for keeping themselves safe. They practise the emergency evacuation procedure and learn about road safety when walking to and from school.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 31/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 31/01/2012