

Kool Kids Care Ltd

Inspection report for early years provision

Unique reference number EY313932
Inspection date 28/03/2012
Inspector Shazaad Arshad

Setting address Canal Lane, Lofthouse, Wakefield, West Yorkshire, WF3
3HU

Telephone number 01924 823322

Email

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).

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

Kool Kids Daycare Limited was registered in 2005. It is located in an independent modular building within the grounds of Lofthouse Gate Primary School, close to Wakefield town centre. The setting is run as a private business. The facility provides care for children on two levels and has ramped access. Children have access to a fully enclosed outdoor play area. The setting is open from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. The setting is registered for 62 children aged from birth to eight years. There are 40 children on roll, of whom seven are funded children. The setting currently supports children who have English as an additional language.

There are 11 members of staff, nine of whom hold appropriate childcare qualifications. One of the staff members has completed their Early Years Foundation degree. 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, learning and development in the Early Years Foundation Stage is adequately supported by staff. Children are well cared for in a safe, secure, inclusive and welcoming environment. Overall assessment records adequately maintained and contribute to demonstrating sufficient progress in children's learning. The setting sufficiently promotes inclusive practice and is particularly strong in promoting children's safety and health. There are sound relationships between staff, parents and carers. Partnerships with others are developing. Effective use of self-evaluation is still being developed.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development
- extend the range of resources in the outdoor environment to provide for further opportunities for children to develop a wider range of physical development skills
- improve the process of individual children's assessments to ensure a more consistent approach to show how children's next steps are achieved
- extend arrangements for partnership to include working with other local childcare settings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and adequately protected in the setting because the staff have a satisfactory knowledge of local safeguarding procedures. They are sufficiently informed about child protection and have the appropriate contact details available should they be concerned about a child. All staff are suitably vetted and children are kept very safe because staff are vigilant and supervise the children well. They regularly review and update risk assessments for each room which cover all areas including the outdoors and sleeping arrangements. This has a positive impact on children's safety. The policies and procedures to support children's welfare are fully in place. These are implemented adequately by the staff. The vetting procedures for the staff who work with the children are sound and enhanced record checks are maintained.

Inclusive practice is adequately promoted through celebration of world festivals, displays and equal access to all resources. There is a wide range of appropriate resources for children to choose from including imaginative natural objects to feel and experience. Children are able to choose what they would like to play and can access most resources for themselves, such as, books as well as toys in the home corner. This means that they are developing their independence skills well which contributes sufficiently to their on going progress.

Parents and carers are provided with helpful information about the early years provision. All staff form sound relationships with parents and carers. They obtain useful information about each child, such as what they can do themselves, as well as their dietary and personal care needs. They are adequately encouraged to offer feedback about the nursery through questionnaires and daily communication. Parents provide positive comments in relation to the range of good play experiences and learning opportunities their children receive. Staff occasionally work closely with other agencies and early years professionals, where appropriate, to secure children's inclusion and ease important transitions. This ensures consistency and continuity is promoted for most children. Partnership with the local school and children centre is sound. However, wider partnerships with other early years settings are not as fully embedded.

The management team have completed self-evaluation. However, this is not regularly updated to ensure that it is fully effective and in line with up-to-date changes in practice. The management team show sound capacity to improve. This is reflected in the improvements made since the last inspection. The nursery has implemented a range of changes to improve the quality of learning provided for all the children. This includes the development of safeguarding policies, increasing resources and implementing a key worker system. There are regular staff meetings and some training opportunities. For example, staff have recently attended a course on linking sounds and letters.

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

Children are making satisfactory progress towards the early learning goals because the staff sufficiently plan activities together as a team, centred on their interests and needs. They regularly observe what they can do and record their progress so that what they need to do next is identified. However, the assessment systems are not fully developed as there are inconsistencies in showing how the children's next steps have been fully completed. This impacts on identifying the need for additional support as early as possible. However, staff are confident in understanding the children's individual interests and meeting their individual needs. Children are developing confident language skills because the nursery prioritises innovative support programmes which improve specific skills such as listening and attention for those children needing more support. The development of communication, language and literacy is a developing strength of the setting. Children of all ages enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. They learn about letter and the sounds that letters make. They also share their favourite stories and talk about the characters in the books. A wide range of materials are readily available for children to practice their writing skills and to express their creative ideas. For example, children confidently identify their name cards set out on the dining tables and put their name on their own art work. They use their imagination well as they take turns to make food during the role play. The children have sound opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with the chunky chinks from a very young age. They can count ably and enjoy recognising shapes in the jigsaw puzzles.

Children have many opportunities to solve problems through everyday situations or to play with new ideas. For example, children explore the idea of setting out the role play area into a food cafe. The sound use of both the indoors and outdoors enable children's choices relevant to their learning needs and continuous play throughout the sessions. Children access a wide range of resources which support them to develop their problem solving skills. They confidently observe numbers in their environment and develop concepts of numbers when they explore counting in their play as well as during routine activities. Staff promote children's knowledge and understanding of the world through a variety of activities such as planting sunflowers, making their own Easter baskets and play with small world figures. Children are also gaining effective skills in using technology as they access a variety of games and programmes via the computer and other electronic toys. This means that children are also developing sound skills for the future.

Children are able to move freely and safely around the setting because the staff ensure their environment is very safe through daily health and safety checks. For example, they are well aware of where they can go in the setting, when they need

adult support to go outside, and children demonstrate they know how to use the toys and other resources safely. For example, children use tools with skill and are aware of hazards as they monitor the height of the tower they have built. Promoting children's good health is a high priority and the setting has received the five star award for hygiene from the local authority. Children readily wash their hands before a snack because hand-washing routines are consistent. They are starting to learn about making good choices in food because they are offered healthy options such as wholesome foods, fruit and vegetables. They also freely access the water dispenser machines and children explain why the water is good for their bodies. Children are able to get out in the fresh air every day and the outdoor area is very inviting. They are developing successful physical skills in walking and running because they make use of some of the resources. For example, they can use the climbing frame, slides and ramp. However, the setting lacks a wider range of equipment to test and challenge children's wider physical development skills.

Children generally behave well in the setting. This is because staff offer clear expectations and consistently use praise, kindness and rewards, setting effective role models for children

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	2
The extent to which children adopt healthy lifestyles	2
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: Met

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