

Kidorable Pre School And Childcare Services

Inspection report for early years provision

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Inspection date	16/05/2012
Inspector	Lynn Hughes

Setting address	Courtauld Road, Braintree, ESSEX, CM7 9BG
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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

Kidorable Pre School And Childcare Services was registered in 2011 and operates from a converted building close to Braintree town centre, Essex. The pre-school and out of school provision is privately owned and managed. It serves the local area of Braintree and surrounding areas. The setting is accessible to all children and there is an enclosed area available for outdoor play.

The setting opens Monday to Friday all year round. Sessions are from 7am to 6pm. Children attend for a variety of sessions. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 49 children at any one time all of whom may be in the early years age range. There are currently 39 children attending who are within this age group. The pre-school provides funded early years education for three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications to at least level 2. 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 needs are met through the setting's developing policies and procedures. Children participate in an interesting range of planned and child-initiated learning experiences. Children are generally safe and secure and relevant records and most documentation is in place. Staff have good working relationships with parents and carers and are beginning to strengthen links with other settings and agencies. Systems for self-evaluating and reviewing the setting are in their infancy which limits the settings ability to identify areas for development and to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that records are accessible and available for inspection by Ofsted to ensure the safe and efficient management of the setting (Documentation). 01/06/2012

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

- develop staffs knowledge and understanding of their roles and responsibilities
- lead and encourage a culture of reflective practice, self-evaluation and

informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

- develop the opportunities for partnership working where children receive care and education in more than one setting
- develop the planning of activities to ensure that they are flexible, follow children's particular interests, take account of their individual learning needs and promote their independence.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded and protected from harm. Staff demonstrate an appropriate knowledge of their responsibilities with regards to protecting children and understand the setting's written safeguarding procedures if concerns are identified. A number of staff have had relevant safeguarding training and are in the process of refreshing their knowledge through an on-line course until more appropriate training becomes available. Children play in a generally safe and secure environment. A detailed risk assessment was carried out when the setting was registered and staff conduct informal visual safety checks each morning.

This is the setting's first inspection since registration and numbers of children attending the provision have grown rapidly. The owners have clear plans for the setting and anticipate many changes over the coming months. They acknowledge that the rapid growth of the provision has resulted in their leadership and management skills being stretched. As a result, some aspects of the setting are not being monitored as effectively as they would like. For example, documentation relating to staff qualifications and risk assessments are not readily available for inspection, which is a requirement of the Early Years Foundation Stage. The owners have started to seek the views of parents in order to provide them with feedback about the provision. They are also in the process of developing staff appraisals to enable them to seek the staff's views on the development of the setting. At present, however, the limited systems for self-evaluation impacts on the settings ability to identify its strengths and areas for development.

Children safely access toys and play materials from the wide range available to them. All equipment is presented in low-level storage units and containers and children are actively encouraged to select resources of their choice. A good adult-to-child ratio ensures that children are always supervised. However, staff do not always demonstrate a full understanding of their roles and responsibilities and as a result routine tasks are not completed and staff do not always deploy themselves effectively to ensure that children receive the appropriate levels of support in their play. Staff hold relevant childcare qualifications and are keen to further develop their knowledge through appropriate training events. The setting promotes equality and diversity by ensuring that it offers an open and inclusive provision. All children are valued and systems are in place to involve parents and the extended family in the children's pre-school experiences. For example, parents provide photographs of special people in the children's lives and place these on a family tree detailing their relationship to the children.

Parents spoken to at the time of the inspection expressed their confidence in the setting and commented on the friendly and welcoming atmosphere. New parents are provided with clear information about the provision and how it operates through a 'parent's welcome pack'. The setting is beginning to develop further systems to enable parents to be involved in their children's learning, for example, through open evenings. The setting has some good links in place with local schools and outside agencies, such as speech therapists and health visitors. It is beginning to consider systems to enable it to work more effectively with other early years settings, where children attend more than one provision, however, at present these systems are not in place.

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

Children enjoy their pre-school experiences. They excitedly move between the two main playrooms accessing a different range of resources and experiences in each. For example, activities in the 'messy room' enable children to express themselves creatively and to explore a range of materials and textures. Here they paint and use large chalk boards to form letters and to develop their handwriting skills. In the other playroom, they explore construction toys, puzzles, small world resources and role play. Most children are active and fully engaged throughout their time at the pre-school. They enjoy making choices over their learning and older children develop intricate role play games, negotiating roles and responsibilities. Staff are beginning to use children's interests to inform their planning and extend children's learning. For example, children were observed to be showing an interest in local construction work and the vehicles that they had seen so staff created a construction site in the garden with builders sand, wheelbarrows, bricks and high visibility jackets. Key workers observe children whilst they play and learn and record evidence to show how they are making progress in their learning journeys. The manager plans a range of adult-led activities to enhance children's development, however, at present the planning does not effectively reflect children's individual next steps in learning.

Children behave in ways which show that they feel generally safe in the setting. They move confidently between the play areas and older children access the toilets and hand washing facilities independently. They approach staff for cuddles and reassurance and enjoy the interaction they receive back. Topics and activities based on safety enable children to develop a greater understanding of keeping safe. Children enjoy a range of snacks and meals at the setting. The provision offers breakfast, lunch and teas as well as mid-session snacks. A cook works on site to prepare these meals and the setting generally offers well-balanced nutritious foods. Children choose when to take their snack and sit together on small tables to share lunchtime together. Opportunities for children to develop independence and to use meal times to enhance their learning experiences are limited as fruit is generally pre-cut for children, they are handed their plates and cups and adults pour their drinks for them. Children enjoy fresh air and exercise when they play in the settings garden.

Children are settled and generally display a sense of belonging. They are beginning to form positive relationships as staff encourage them to be kind and caring towards each other. They enjoy being independent and confidently take drawers of toys from the low-level shelving or help themselves to pens and drawing resources. Children are beginning to gain an understanding about diversity through appropriate activities and some resources which reflect the wider community. The resources, adult support and activities on offer generally enable children to secure the skills they require in order to progress in their learning.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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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