

Kids Can Achieve

Inspection report for early years provision

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Inspector

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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).

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.

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Description of the setting

Kids Can Achieve was first registered in 2004 and was re-registered in 2012. It operates from Cedars Hall within the London Borough of Harrow. Children have access to six play rooms and an enclosed outdoor play area. The setting is accessible to people with emotional and social needs including attention deficit hyperactivity disorder.

The setting provides care for children with special educational needs and/or disabilities. The setting also supports their families from the local community and has provision for family support, therapies, and a base for outreach and youth services.

The setting is registered to care for a maximum of 20 children under eight years, of whom not more than six may be in the early years age group. There is currently one child in the early years age range on roll.

The setting operates daily for 52 weeks of the year, including some weekends, from 9am to 6pm and after school from 3.30pm to 6pm. The setting provides holiday play schemes during the schools holidays from 10am to 3pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The setting employs six staff to work with the children. All staff hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kids Can Achieve provides a good level of care for the children that attend and staff plan a good range of enjoyable activities. Overall children have access to a good range of play resources. Inclusion is effectively promoted as each child is fully included in the life of the setting. Good partnerships with between parents and other agencies make sure that children's needs are well met. Good reflected practice clearly identifies areas for continued progression, which results in well-targeted and sustained improvement. For example, the provider is keen and committed to developing further the outdoor play space to enhance children's learning experiences.

What steps need to be taken to improve provision further?

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

- provide further play resources that will offer children more choices to stimulate new ideas and different ways of thinking
- develop further the daily use of the outdoor environment to offer children freedom to explore and use their senses.

The effectiveness of leadership and management of the early years provision

There are clear policies and procedures in place to protect children from harm. Staff have good knowledge of safeguarding children and their roles and responsibilities in reporting concerns. Robust recruitment and vetting procedures help ensure that staff are suitable to work with children. Risk assessments are carried out and daily safety checks help ensure any potential hazards to children are minimised. This includes when children are taken out for swimming sessions, ensuring all aspects of the event are carefully considered. Effective security procedures help ensure that children are safe and secure.

The management team has a clear vision for the continuous development of the setting and is working effectively with staff and parents to improve standards for children. These arise through continuous evaluation that includes the views of parents. The provider is committed to the setting and children and is enthusiastic about making improvements that are likely to have positive outcomes for children.

The premises is well organised in order to meet the needs of the children and to make it is safe, secure and welcoming. Good use is made of space indoors providing good opportunities for children to engage in a wide variety of activities. Although children benefit from regular fresh air and exercise and are developing their physical skills during outdoor play, the outdoor environment does not yet offer children the freedom to explore and use their senses to enhance their learning experiences. Detailed records, policies and procedures are in place and are shared well with parents and reflect current legislation. Staff are suitably deployed and a quality selection of play resources are organised to promote children's self help skills. However, a wider selection would enhance and extend children's play and learning experiences.

The setting practice is fully inclusive where all children are treated with equal concern. For example, staff work effectively with a range of professional agencies to make sure children with special educational needs and/or disabilities are provided with good opportunities to make equal progress in their learning and development. Children receive ongoing one to one support from staff that have appropriate experience and skills. In addition children's individual needs are effectively met from using the large ball pond and a range of equipment and resources in the sensory room. Children's understanding of diversity and difference is enhanced as they celebrate festivals from around the world. This helps ensure that children learn to value aspects of their lives and the diverse society in which they live.

Partnership with parents is good. Staff make sure that there are strong and effective links with parents. The setting values the role of parents, encouraging

them to share what they know about their children to make sure their individual needs are met. The setting welcomes parents' comments and uses questionnaires to seek their views about what they do well and what they can do better and use this as an effective way of developing and maintaining good communication between staff and parents. Positive written comments from parents say that the setting is really supportive and has been brilliant for their children. They also say the setting is a life line for parents with children with complex needs. It is wonderful, well supportive; it is extremely valuable and is very friendly and welcoming. The setting has established good links with the schools which the children attend, to help ensure continued progression of care, learning and development.

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

Staff work effectively at providing a stimulating range of activities that maintain the interest of the children. Staff have good knowledge of the six areas of learning and as result the planning is flexible, responding to children's individual interests, their starting point and their capabilities. Staff undertake observations of the children and use these observations to inform planning to help children make good progress in their learning and development. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownership to the child.

There are many opportunities for children to engage in a range of creative activities such as painting, play dough, art and craft, sand and water play. Children enjoy participating in cooking activities as they design pizza faces using various toppings such as cheese, peppers and tomatoes. They participate in role-play activities and explore and find out how things work. For example, children have good access to use information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. In addition, the sensory room provides good opportunities for children to use a range of equipment to explore, investigate and develop their sensory skills. Children are developing their natural curiosity as they explore, investigate and discover the similarities and the differences between mini beasts. Children have opportunities to use numbers and develop their problem solving skills while completing puzzles as well participating in a range of board games. Children are developing their speaking and listening skills when listening to stories. They are learning to recognise their names, and have good access to a selection of books which they can access independently.

Children are developing a good understanding of personal hygiene. Staff support and encourage children to wash their hands before eating and after using the toilet. Children are offered hot and cold snacks which are freshly prepared, appetising and well balanced. This includes fruit kebabs, beans on toast, crackers and cheese, pita bread with variety of fillings and a selection of sandwiches. Children recognise when they are thirsty and staff make sure that they are provided with regular drinks throughout the session. Parents are closely consulted

about any dietary needs their children may have and information is recorded. Children benefit from daily fresh air and exercise and are making good progress in their physical development. They have good opportunities to enjoy regular swimming and yoga sessions promoting a healthy life style.

Children are learning about how to keep themselves safe. For example, regular fire drill practices are carried out to enable children to become familiar with the procedures for leaving the premises, should the need arise. Children's emotional well being is well nurtured. Staff know individual children very well and provide them with good levels of sensitive and appropriate support. Staff gives careful consideration to each child's stage of development and use a consistent approach to help children learn right from wrong. As a result, children feel safe and secure in the setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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