

SKIPS

The Old Guide Hut, Oldbury Lane, Ightham, Sevenoaks, Kent, TN15 9DE

Inspection date

08/10/2012

Previous inspection date

11/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The thorough and rigorous recruitment process help ensure the suitability of the staff alongside a clear and detailed induction system.
- Children make choices about their play and express their ideas. This supports their independence skills and also their communication and language development.
- Children play cooperatively during a group painting activity. They happily share paints and tools to make patterns and marks.
- The setting has created a quiet, cosy area with a large comfortable settee, chair and cushions for snuggling up or reading stories. The area has a lot of accessible books with some on very easy view for gaining children's interests.
- At snack time, children help prepare their choice of fruit, such as peeling their orange or cutting up the banana.

It is not yet outstanding because

- The educational programme for Mathematics does not always promote children's developing interest in number problems or encourage them to use mark-making to support their thinking about numbers and simple problems.
- The partnership working with other settings that children attend, to enable consistency of care, learning and information sharing, is stronger with some than others.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play rooms and the outside area.
- The inspector held a meeting with the owner/manager of the nursery.
- The inspector looked at tracked children's records, including their assessment records.
- The inspector spoke to parents and staff during the inspection.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full Report

Information about the setting

SKIPS is privately run and registered in 1998. The pre-school and out of school club operate from a converted guide hut in Ightham, Kent. Children have access to two secure outdoor areas and can occasionally use outdoor play areas provided by the local school, as well as the local playing field. There is restricted access to the building by way of steps up to the setting from the road. It serves families from the local community and surrounding

area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting is open each weekday from 8am until 6pm, for approx 47 weeks of the year. The breakfast club operates from 8am until 9am. During school term time there are morning and afternoon sessions for pre-school children, followed by an out of school club until 6pm. During some school holiday weeks the setting provides a holiday club which is open from 8am until 6pm.

There are currently 49 children aged from two years on roll; of these, 28 are in the early years age range, some in part-time places. The setting has strong links with Ightham primary school situated next door. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are eight members of staff; five of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The setting gets funding for the provision of free early education to children aged three and four.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- promote fully children's growing interest in number problems, particularly in everyday situations and encourage children to use mark-making to support their thinking about numbers and simple problems
- strengthen partnership working with all other settings that children attend, to improve consistency of care and learning with effective information sharing.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good, steady progress across the seven areas of learning. They settle easily and forge positive relationships with the staff and friendships with other children. Recent training such as 'Every Child a Talker' helps the staff promote children's communication and language development well. For example, staff ask open questions and give children time to think for an answer. As a result, children are keen to express their ideas and thoughts. Once settled, children are confident in making decisions about their play. This may be joining an adult led activity or making up their own games. This helps strengthen their independence skills and encourages them to engage in effective learning. Children willingly engage in imaginative play or talk creatively about stories or drawings. The setting's outdoor areas mean that children can play outside, supporting

their physical development. The smaller area with artificial turf has chalk and white boards for children to practise early writing skills. This is beneficial to those children who thrive on outdoor learning. The other area has a hard surface that enables the use of some ride on toys or gardening in the raised beds.

Children regularly use mathematical language in their play, such as talking about the size of play dough balls or counting cotton reels. However, staff do not always encourage children to fully use their mathematical skills in everyday situations. For example, by supporting children's growing interest in numbers and mathematical problems with the use of mark-making materials. The staff are extremely observant to the needs of children. Seeing a queue develop at the painting easel, staff set out large sheets of paper, paints and various tools on the tables. This engages children well and they cooperatively share the resources and have great fun. They are able to experiment with colour mixing, using their hands and resources such as brushes, cars and pinecones to create patterns and pictures.

The staff are very aware of the need to support children's development in the three prime areas of learning initially. The detail they obtain from observations and talking to parents helps the staff decide on children's next steps. It also helps the key persons gather the information they need for the two-year-old progress checks. The planning of activities, organisation of the environment and resources promote children's learning in the other specific areas. Parents are well informed about the Early Years Foundation Stage through discussions with staff, the setting's website and newsletters. As a result, they are able to support their child's learning at home and contribute to their learning assessments. The monitoring of children's progress enables the staff to identify and plan to narrow any potential learning gaps. Children's next steps are clearly on display for all staff to support and promote as children play. Children are confident and active learners, gaining the skills they need for their future learning.

The contribution of the early years provision to the well-being of children

There is an effective key person system in place. Children have time to settle and their key person is generally the staff member that they gravitate towards. This supports the development of a positive and secure relationship. Sometimes, there is the same key person for families to provide consistency and easier information sharing for parents. The safe and close relationship children have with their key person helps them prepare for the next step in their learning. Generally good links with other providers help with the transitions to school.

Clear information sharing with parents from discussion and the All About Me booklets enable staff to meet children's care needs very well. For example, a quiet and darkened area is set up after lunch for those children needing a sleep. A quiet, cosy area with a large comfortable settee, chair and cushions is available for snuggling up or reading stories. The area has a lot of accessible books with some on very easy view for gaining children's interests. Many resources are in low-level boxes for children to make their own choices. The resources include natural items for investigating, such as leaves and shells.

Equipment such as the computer and CD player supports children's developing knowledge of technology. Children gain respect for peoples' differences from activities, such as learning about the Chinese Moon Festival or from varied resources that positively reflect diversity. The setting has taken photographs of all resources, including those stored higher up, to create choice books. This is to ensure that all children have a true choice of what they want to play with.

Children gain an understanding of healthy lifestyles. In addition to the setting's outside areas, children use outdoor facilities at the school or the local park for additional physical challenges. The setting plans for some free flow to outside daily, but this is sometimes restricted in poor weather as children do not always have wet weather clothing. Children independently go to wash their hands after messy play or before eating. Children have some choice over when they have their healthy snack so as not to interrupt their play. The smaller group means that staff have time to spend with children, supporting their independence skills, such as getting them to cut up their own fruit. Hot, nutritious meals are available at lunch time, if parents request this.

Children gain a good sense of belonging. They know where their belongings are if, for example, they want to get their comfort toy. They put their pictures in individually named trays to take home. Children learn how to keep themselves safe as they move chairs in the correct way, practise fire drills and road safety. Children consistently behave well as staff model positive behaviours and respect for others.

The effectiveness of the leadership and management of the early years provision

The staff are very clear about their responsibility and role in helping to keep children safe. They have a secure awareness of the processes to follow if they have concerns about a child in their care. There is a thorough and rigorous recruitment process to help ensure the suitability of the staff, and an organised induction programme that covers all areas. This enables new staff members to be fully aware of how the setting runs and about the requirements of the Early Years Foundation Stage. The staff meetings, training, annual appraisals and regular supervision support the staff's ongoing professional development. This helps them to continually develop their knowledge, understanding and practice.

The staff create a safe and secure learning environment. They have a good understanding of the areas of learning and how children learn. The setting regularly monitors the planning and assessment to ensure that all children's next steps are clear and relevant. The staff meet regularly and this enables them to have input to the setting's self-evaluation and development plans. The main focus for this is 'what is it like for a child here in relation to their learning experiences'. Recommendations set at the last inspection are met and demonstrate the setting's capacity for continuous improvement.

There are positive relationships with parents, who receive regular feedback about their child's day and achievements. Key staff share information about how parents can support their child's learning at home. There are strong links with the village school. This is very

beneficial for the early years children who attend the out of school provision. Detail from the school means that the staff can support their continued learning well. There are some good partnerships with other settings that children may attend. However, the quality of information sharing, to aid the consistency of a child's care and learning, varies.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	127509
Local authority	Kent
Inspection number	813710
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	28
Number of children on roll	49
Name of provider	Susan Chesson
Date of previous inspection	11/09/2009
Telephone number	01732 882869

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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