

Kye's World

New Kings Primary School, New Kings Road, LONDON, SW6 4LY

Inspection date	26/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Resources and play materials are organised effectively to allow children to make independent choices and develop in all areas of learning.
- Children play independently and are creative in their learning.
- Children are happy and settled and enjoy their time in the out-of-school provision.
- The staff have a good relationship with the children which helps children to know the boundaries and behave well.

It is not yet good because

- The provision does not have an effective key person system in place to offer a settled relationship for each child and to build relationships with parents.
- The provision has few resources that reflect diversity and to raise children's knowledge about people in the community.
- There is no system in place for recording children's hours of attendance.

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 and interacted with the children.
- The inspector reviewed observations and learning plans.
- The inspector sampled records and documentation relating to safeguarding.
- The inspector discussed leadership issues with the manager and staff.
- The inspector interviewed parents.

Inspector

Janet Williams

Full Report

Information about the setting

Kye's World Childcare registered in 2012 and is run by Kye's World Limited. It is located in a ground floor, purpose built premises belonging to a primary school in Fulham, in the London Borough of Hammersmith and Fulham. The premises consist of a large playroom, kitchen, toilets and parent's meeting rooms. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll who are both within the early years age range.

The out of school provision is open from 3pm to 6pm Monday to Friday and all day during school holidays when requested by parents. All children share access to a secure enclosed outdoor play area. Children come from the local community. The provision employs two members of staff including the manager. Both staff have an early years qualification. The provision supports children who are learning English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- assign each child a key person to offer a settled relationship with the child and build a relationship with their parents
- ensure children's hours of attendance are recorded.

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

- improve resources and play materials that reflect diversity to extend children's knowledge about others within the community.

Inspection judgements

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

All children are making good progress through the positive learning environment provided. Prior to children starting, staff collate information from parents to know what level children are at. This enables staff to build on what children already know. Ongoing assessment and observation of children supports staff in planning interesting and challenging activities for all children being cared for. Staff evaluate observations and use the information to plan next steps to effectively move children towards achieving the early learning goals. They use the Development Matters in the Early years Foundation Stage guidance to help assess whether a child is achieving their expected level of development.

Children are happy and are active learners. They fully occupy themselves in their play and concentrate well on their self-chosen activities. Children show they are independent and are keen to learn. They enjoy good relationships and play alongside older children and adults well. This enables them to effectively develop and learn self-confidence, contributing to their personal and social skills. Children creatively use their imagination through re-telling well known stories in their own words. They share this with the staff and other adults. This shows how children are developing good communication, language and literacy skills. Children access the computers and competently use the mouse and

keyboard. This promotes and develops their skills in information technology. Staff encourage children to participate in art and craft activities, such as cutting and sticking using glitter, different coloured paper and paint. Children are currently preparing for Christmas, making paper chains to decorate the school building. This contributes to them using their imagination creatively and promoting their expressive art and design skills. Planned activities enable children to acknowledge different cultural festivities. For example, they celebrate Halloween and Diwali, the festival of light. However, there are few resources that reflect diversity to help further raise children's knowledge about others within the community.

Children who are learning English as an additional language are encouraged to continue their own home language whilst at the provision. Staff collate a list of words in both the child's home language and English. This enables them to effectively communicate with the children and supports the children to learn English as an additional language.

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

Children have good opportunities to develop an awareness of safety. Staff teach them boundaries, such as walking and not running. They remind children when out in the park and playing by the swings that they must not walk in front of the swing or they may get seriously hurt. This helps to promote children's understanding about keeping themselves safe.

Children behave well and know and remind older children than themselves that they must share. This shows how they know the rules of the provision and abide by them. Children have good self-help skills, they are able to independently dress and undress themselves when going to the toilet. In addition, they know the importance of washing their hands after going to toilet and before meals. Children benefit from a healthy lifestyle whilst at the provision. They share with adults why they must wash their hands, to prevent germs. In addition, each day they are able to help themselves to a fruit of their choice, such as apples and pears. Children are able to enjoy outdoor activities on a regular basis, such as ball games, jumping on the trampolines, manoeuvring bikes and trikes while benefiting from the freedom of the outdoor space.

Children have continuity and consistency as they are familiar with the provision because it is located in the grounds of the school which they attend. In addition the staff team are employed in the school and they know the children well. This helps and supports the children in feeling secure, confident and safe. However, there is not an effective key person system in place. This means that children and their parents do not have a secure relationship with one particular member of staff. This is a breach of requirements.

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

Staff members work well together to create a caring and stimulating environment. They regularly share information to know their strengths and recognise areas for improvement. Good training opportunities are available for all staff members through the school and the local authority early years team. Staff have completed training course in the Early Years Foundation Stage statutory framework and are becoming progressively more familiar with the learning and development requirements. The detailed education programme in place uses and identifies the level which children should be at. This enables staff to identify any gaps in children's education that are missed.

All staff have completed a safeguarding training course and have a sound knowledge of child protection issues. This promotes and safeguards children's welfare within the provision. Effective risk assessment procedures are in place to ensure all areas within the provision are suitable and safe. Most documentation is clear and is in place for the well-being and safety of children. However, the provider has failed to put into place an effective system for recording children hours of attendance. This is a breach of requirements and puts children at potential risk since no record is made to confirm that they have left the premises.

The positive relationship established with parents enables staff to promote children whilst at the setting. Good feedback received from parents indicates that they are happy with the quality of care and learning provided. Parents speak well of the service and describe staff as being professional and friendly. They regularly share with them their child's learning journey and advice them how they can promote children's learning at home. In addition they receive daily information about how the child has been while at school. Staff work closely with their colleagues at the school to promote continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) (voluntary part of the Childcare Register)

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	EY444672
Local authority	Hammersmith & Fulham
Inspection number	796789

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	20
Number of children on roll	2
Name of provider	Kye's World Limited
Date of previous inspection	Not applicable
Telephone number	02077362318

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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