

# Kiddies Corner Day Care

Herne Bay Football Club, Stanley Gardens, HERNE BAY, Kent, CT6 5SG

## Inspection date

21/02/2013

Previous inspection date

04/07/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- There is a warm, friendly atmosphere, characterised by busy, well occupied and happy children who enjoy interacting with friends.
- Engaging activities are planned using children's interests, next steps and likes.
- Children are interested, active learners who benefit from the effective support they receive from skilful and enthusiastic practitioners.

### It is not yet outstanding because

- educational programmes are not yet strong enough in literacy and mathematics to fully support children's engagement of phonics and model writing, including number symbols.
- opportunities to include children's own culture and recall past events are not yet sufficient.

## 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 sampled relevant documentation, including children's developmental records.
- The inspector observed activities in the main room and in the outside area.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector took the view of those parents and carers spoken to on the day.
- The inspector talked to the provider about the setting and how they are driving forward improvements.

## Inspector

Sara Garrity

## Full Report

### Information about the setting

Kiddies Corner Day Care was established in 2004 and moved to its present location in 2011. It operates from one room in the Herne Bay Football Club, Herne Bay, Kent. All children have access to a secure outdoor play area. Access is possible for people with disabilities, and there is a disabled toilet. The setting is open five days a week from 8am to

6pm, 50 weeks a year, closing for two weeks during the Christmas holidays and on bank holidays. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children aged under eight years attend the setting at any one time, and currently there are 70 children on roll all of whom are in the early years age range. The setting is in receipt of funding for the provision of free early education to children aged two, three and four.

There are 12 staff working with the children. The two managers have both completed their Early Years Foundation Degree, with another member of staff due to complete shortly. Eight staff are qualified to a National Vocational Qualification at level 3. The setting receives support from the local authorities Setting Improvement Partner.

### **What the setting needs to do to improve further**

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

- extend children's learning by providing a rich environment, where children are stimulated by visual representations of numbers and letters
- provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves to strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community
- demonstrate using phonics as the prime approach to decode words by modelling to children how simple words can be segmented into sounds and blended together to make words.

### **Inspection judgements**

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

Staff recognise the unique needs of each child, and effectively support their learning and development. They provide an interesting environment which enables the children to play and explore. However there are fewer opportunities for the children to see displays containing numbers and letters to consolidate their learning. Staff provide a range of stimulating resources which extend the children's knowledge and challenge them. Activities focus on the children's interests and next steps and staff regularly rotate resources to meet this need. All children are motivated to learn, as they choose materials and equipment independently, or join in adult-led activities. The children develop their

own games and make good use of the space to move around freely between resources. The children enjoy playing catch with a balloon and understand where to play the game so that they do not bump into others. Outside, children are able to explore and develop skills, from digging in the mud to making road blocks for friends to negotiate around on scooters and karts. The staff have developed an engaging woodwork program, that enables the children to use real saws and hammers safely. They also have a large selection of activities to enhance the children's creativity outside. They use paint on the wheels of bikes to see the marks on the ground as well as chalks to draw on the path or boards. Chances to explore creativity inside are evident, with children using scissors and sticky tape to practice new skills as well as make models for mummies.

A large sand timer helps children begin to understand the concept of time, as well as support them with sharing and taking turns. Children's behaviour is good. They look for friends to play with; are kind to each other and willing to help, especially when friends are unable to find things. Children visit the book corner independently and enjoy sharing books with staff who encourage them to answer questions and discuss the illustrations. Staff have not extended, however, opportunities for children to learn about their own and other cultures through books containing photographs of themselves and friends.

Staff are skilled at supporting children to think critically. They ask open questions to encourage the children to express their thoughts and opinions. However; the use of phonics in supporting children's acquisition of words is not fully embedded into the curriculum. Staff monitor children's progress well and the children's key person makes detailed observations of their learning and progress. There are detailed written reports to inform parents about how their child is learning and developing at two years and again when the child moves through to school. The setting encourages parents to contribute to their child's written records. Practice in the setting is consistent, with all children's records being evaluated and completed to an exceptionally high standard. Children with special educational needs are extremely well supported with well-developed individual educational programmes are in place.

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

The well-established key person and buddy system, supports children to settle well and form secure attachments. Staff demonstrate a consistent approach to caring for the children and are positive role models. This has a positive impact on children's behaviour. All staff are well deployed throughout the session and use their own initiative to deal with situations to maintain a safe environment. Staff encourage the children to help look after their environment, which is well resourced. They help to tidy up, for example, as well as undertaking small tasks, for example; serving food to friends at snack time.

Staff talk about healthy options and the benefits of eating healthy foods. Parents choose whether to provide a healthy lunch box for their child or have one of the settings healthy home cooked meals. Staff use written records to check information on children's allergies and have recently updated their procedures to ensure this is robust. Set routines support children to settle well and develop their self-help and independence. Lunch times are a

social occasion where adults sit with the children and engage them in conversations, utilising opportunities to extend language development, using mathematical language such as bigger, smaller, for example. All children wash their hands before snack and lunch, and staff take opportunities to talk about germs and how to stay healthy and safe.

Staff are highly skilled, helping children to settle but also in preparing them to move on to school. Independence is encouraged with staff supporting children to put on their own coats and giving them lots of praise when they manage to do up their zips. Staff are effective in supporting children to talk about their emotions and how they felt when they were unwell.

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

The managers have a very good understanding of their responsibility to ensure the successful implementation of the requirements of the Early Years Foundation Stage. The strong leadership and management ensure that there are clear aims for the future of the setting. All staff are committed to improving the quality of the setting and continually reflect on their practice. There are robust recruitment processes in place to ensure staff have the qualifications and skills to promote children's learning and welfare and to check their suitability to work with the children. The managers closely monitor performance both informally, by working alongside staff, and more formally through regular supervision and appraisals. Regular training ensures staff implement their knowledge and understanding of procedures to keep children safe. Most staff have up-to-date paediatric first aid qualifications.

Effective safeguarding procedures are in place and staff have a good understanding of the safeguarding and welfare requirements. All staff have attended child protection training and the managers have undertaken designated person training. Comprehensive risk assessments, including daily checks before children arrive, provide staff and children with a safe and secure environment. The building is secure and visitors requested to sign in and out of the building. Policies and procedures are regularly reviewed, and implemented consistently by all staff.

Staff have a good overview of the educational programmes and have the skills and experience to monitor children's development and move them forward to reach their full potential. The Special Educational Needs Coordinator is totally committed to working with parents and other professionals. Plans are in place to target those children with identified needs and appropriate interventions are sought. Partnerships with parents are strong and parents are extremely happy with the support they receive from the staff. Parents are offered home visits as part of the settling in policy. Staff listen to the views of parents and encourage them to add comments to their child's learning journey. The management have also set up a comprehensive and informative website where parents can access information about the setting. There is also a secure on line forum that current parents are invited to join and contribute to.

## 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

<b>Unique reference number</b>	EY418813
<b>Local authority</b>	Kent
<b>Inspection number</b>	905064
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Nicola Payne & Nicola Wilson
<b>Date of previous inspection</b>	04/07/2011
<b>Telephone number</b>	01227 366 823

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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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