

Kidorable Pre School And Childcare Services

Courtauld Road, Braintree, Essex, CM7 9BG

Inspection date	08/03/2013
Previous inspection date	16/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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

- Children are happy, settled and secure. They relate well to the staff and are confident to ask for help when needed.
- Children are making steady progress and have easy access to a wide range of toys and play materials. They relish making choices and taking decisions in their learning.
- Effective links exist with local schools to promote smooth transitions and continuity in children's learning and development.

It is not yet good because

- The key person system is not fully implemented to support engagement with all parents.
- Interactions between the staff and children do not always maximise on opportunities to extend language development and promote critical thinking.
- Self-evaluation does not assess all aspects of practice and rigorously promote improvements in children's learning, development and care.
- Opportunities to extend children's learning through everyday routines, such as mealtimes, are not fully embraced.

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 indoor and outdoor learning environments; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and the planning documents.
- The inspector saw evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day, and from their responses in the recent survey undertaken by the setting.

Inspector

Patricia Champion

Full Report

Information about the setting

Kidorable Pre-School and Childcare Services was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in

a converted building close to the town centre in Braintree, Essex. The pre-school and out of school provision is privately owned and managed. It serves the local area and is accessible to all children. The setting operates from three playrooms and there is a fully enclosed area available for outdoor play.

The setting employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications to level 3 and three hold qualifications to level 2. The setting also employs a cook, cleaner, administrator and minibuss drivers.

The setting opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 70 children attending who are within the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen partnerships and ensure that every child's care is consistently supported by informing all parents and/or carers of the name of their children's key person, and explaining their role, when a child starts attending.

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

- extend children's language skills and critical thinking by ensuring staff consistently pose carefully framed open-ended questions and introduce vocabulary to enable children to talk about their observations and ask their own questions
- implement more rigorous use of self-evaluation to monitor and analyse practice, and to ensure that the quality of children's learning, development and care continues to improve
- enhance the organisation of mealtimes to give children greater opportunities to pour their own drinks and serve their own food.

Inspection judgements

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

The staff are developing a sound understanding of how young children learn and this enables them to provide suitable educational programmes that cover all areas of learning. Children are making steady progress and are beginning to develop the skills they need for the future. The arrangements for recording progress and celebrating children's achievements have recently been reviewed and updated. The staff now use the document 'Development Matters in the Early Years Foundation Stage' appropriately to assess where children are in relation to their age bands. Each child has a learning journal containing observations undertaken by key persons, photographs of recent experiences and samples of their artwork and early writing. The staff are now identifying learning priorities to help them plan activities in tune with children's needs. They have also just started analysing and tracking children's progress using a 'progress wheel' to ensure that there are no gaps in learning. In addition, the introduction of the progress checks for children when they reach the age of two, enables staff to secure early intervention when they identify that a child is falling behind the expected developmental milestones.

Children enjoy being together and show enthusiasm towards activities as they participate. There are opportunities for children to make choices about what they want to play with and how they want to play, throughout much of each session. They particularly relish the opportunity to choose between indoor and outdoor play. There is a varied range of resources available across the whole of the setting. These stimulate children's interests and support their desire to investigate and explore. Children are encouraged to talk about numbers as they play and they practise their early writing skills when they write their names in greetings cards. Teaching is mainly effective as children and babies are given close and often individual attention. However, during some adult-led activities, communication is not always weighted towards posing open-ended questions that encourage and extend children's critical thinking and language skills.

Staff respect children's individual and unique qualities in order to ensure that they provide an inclusive environment for all. They are becoming knowledgeable about different children's preferred learning styles and set up some interesting outdoor activities, where there is more space to investigate. There are appropriate arrangements to support children with special educational needs. The staff liaise with the area special educational needs coordinator to ensure that the need for additional support is identified and promptly referred to the appropriate professionals. Visual displays are suitably used to support children who speak English as an additional language. Staff promote children's developing awareness and understanding of people's differences and provide opportunities for them to explore other cultures and take part in charity events. Traditional occasions, such as Mothering Sunday are also celebrated and children show great pride when they give their parents newly planted gladioli bulbs.

Children are well placed to continue their learning at home because parents learn about any achievements through conversations, termly reports, daily communication books and regular opportunities to look at their children's learning journals. Parents are also invited to contribute their comments to the journals and become involved in their children's learning in other meaningful ways. For example, a successful book share scheme operates and parents are invited to contribute ideas and suggestions through questionnaires.

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

The staff are sensitive and develop a warm rapport with the children. They are supportive and show a real interest in what the children are doing. Babies and toddlers are supported well by staff who have developed close and tactile relationships with them; this helps form strong attachments. Suitable transition arrangements are in place to welcome children when they first join the setting. Information is provided by parents about children's interests, enthusiasms and capabilities in the 'All about me' booklets, to enable staff to organise suitable activities for the initial settling-in sessions. Each child is appointed a key person from the outset. However, some of the parents and carers of the newer children in the setting are still uncertain of the name of their appointed key persons. Consequently, children are not consistently supported as parents or carers are not confident that they know who they can talk to if they want to discuss their child's learning and care.

Children are efficiently prepared for the transition of moving up to the next room in the setting. They spend time visiting the new room and meeting the staff and children so that they can become familiar with their new surroundings. Links with nearby schools are well established and staff manage the transition into full-time education effectively to support children at this crucial time.

Children learn about the need for control and responsible behaviour through the staff's positive, consistent approach. They play harmoniously and immediately stop and listen to the staff's instructions when there are changes in the routine. With gentle reminders from the staff, children are developing an awareness of how to keep themselves safe. They are mindful to climb carefully on outdoor apparatus. They use cutlery and scissors carefully and know to place these safely back onto the table when they have finished with them. The daily routines are used generally well to support learning. Children learn table manners and social skills as they sit together for meals or join their friends at the snack table. They have opportunities to develop some independence skills as they gather their own cutlery and cups and babies learn to feed themselves. However, children are not consistently supported to become independent and take responsibility for their dietary needs, as they are not encouraged to pour their drinks, prepare snacks or serve their food at mealtimes.

Children have healthy appetites and are provided with nutritious meals, which are freshly cooked on the premises. The staff are knowledgeable about allergies and special dietary requirements. They also attend specific training to deal with children's medical needs. The staff sensitively recognise when children and babies become tired and quiet areas have been created, away from the main play space, where children can relax or sleep peacefully and undisturbed. The staff appropriately support children's physical development by providing some outdoor equipment and toys for them to access independently. While the outdoor area is being renovated the children are also taken on outings for more energetic exercise at local parks or soft play centres. This means that children's co-ordination, control and movement is developing well.

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

The manager demonstrates a sound understanding of her responsibilities within the setting, including the delivery of educational programmes and safeguarding children. Children are cared for by a caring team of staff that convey their enthusiasm. The required adult-to-child ratios and qualification levels are met or exceeded at every session. The manager is committed to the professional development of the staff team, encouraging training in many areas. Any new information about childcare or health and safety initiatives is cascaded at regular meetings. The newly introduced staff monitoring and appraisal meetings are starting to show positive changes. As a result, staff have a greater knowledge and understanding of their roles and responsibilities and have increased their skills. This means that observations and assessments are becoming more precise and children are beginning to be offered more challenging activities matched to their interests and needs. The action plan to renovate the outdoor area is also well underway to give children additional play space and improve further the opportunities for children to access more exciting experiences in the fresh air.

Although self-evaluation is beginning to bring about improvement, it does not yet effectively cover all aspects of practice. The setting gathers the views of parents through questionnaires and considers the views of the local authority early years team. The manager also takes account of identified weaknesses raised at previous inspections, and the majority of previous actions or recommendations have been suitably addressed. However, there is scope to improve reflective practice and self-evaluation so that the staff team accurately identify for themselves further ways to improve the overall quality of the setting, and focus more on the need to raise the levels of children's achievements.

Children are appropriately safeguarded because the staff are aware of their roles and responsibilities in relation to child protection. There are clear procedures to follow should they have any concerns about any child in their care. Recruitment and vetting procedures are robust and the relevant background checks are carried out before staff start working in the setting. The majority of staff have attended first aid training so that they can deal with minor injuries and accidents. Suitable risk assessments are maintained and the staff are vigilant about the security of the setting. The main entrance door is kept locked and a visitors' book is used to record the names of anyone entering the premises and also the purpose of their visit. Reliable arrangements are in place to take and collect children to and from school, on foot or by minibus.

Staff have positive relationships with parents and they provide a warm welcome. Information is distributed through newsletters and there are specific noticeboards so that parents can see the planning or view important certificates. Parents are keen to express how happy they are with the setting. They value the approachable and sensitive staff team and say they really appreciate the family 'home from home' environment.

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

EY439295

Local authority	Essex
Inspection number	876108
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	70
Name of provider	Christine Margaret Rogers
Date of previous inspection	16/05/2012
Telephone number	01376553077

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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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