

Kids First Ltd

Chawson CP School, Wych Road, Droitwich, Worcestershire, WR9 8BW

Inspection date	21/03/2013
Previous inspection date	16/06/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety and confidentiality are compromised as the registered provider has failed to ensure that the mobile telephone policy is strictly adhered to. She is unable to demonstrate that the setting's internet networking page is secure.
- Children's learning and development is not enhanced as there is a lack of appropriate resources and activities to sustain their interest and they are not able to make choices in their play.
- Staff do not work effectively in partnership with the school to share information to compliment and support children's learning and development.
- The registered provider does not implement a system of reflective practice to enable the setting to move forward.
- The organisation of snack time does not provide children with opportunities to develop their personal and independent skills.

It has the following strengths

- Children are forming good relationships They play nicely with their friends and older children help their younger friends to complete games.
- Children with special needs and/or disabilities are supported as staff take time to find out and implement ways to help them to settle.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children taking part in activities both inside and outdoors.
- The inspector looked at children's records, planning, assessments and other required documentation.
- The inspector held ongoing discussions with children, the registered provider and staff.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Kids First Ltd was registered in 2004. It operates from the school hall in Chawson First School, Droitwich, Worcestershire. All children share access to a secure, enclosed, outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend from Chawson and other local schools.

The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 8.30pm and 3pm until 6pm during term time and 8am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 70 children attending, 14 of whom are within the early years age group. It supports children with special 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:

- implement an effective mobile telephone and internet networking policy to ensure that children are fully safeguarded and their confidentiality maintained at all times
- develop planning to provide children with a range of resources and activities, which will enhance their learning and development, enable them to take part in challenging and enjoyable experiences and allow them to make choices within their play
- develop an effective method of communicating with the schools that children attend to share information that will enhance and support their learning and development
- develop a system of reflective practice, such as the Ofsted self-evaluation form, in order to recognise how improvements can be made to help the setting to move forward.

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

- extend the organisation of snack time, so as to provide opportunities for children to develop their personal and independent skills.

Inspection judgements

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

Children, who attend this setting are not appropriately supported to make progress in their learning and development. This is because staff fail to provide them with an acceptable range of activities to enhance their enjoyment or support them in their play. Planning is limited. It does not ensure that the areas of learning are covered and does not provide for children's individual interests or help them to achieve the next steps in their learning or complement learning in school. Staff fail to understand how to extend or adapt activities to meet the needs of the children. For example, several children chose at the same time to take part in the craft activity. Instead of considering adding an additional table, so that more children could take part, staff turned them away, even though there was very little else for them to play with. Staff have not forged good working relationships with the school that children attend. As a result, information is not shared between the setting and the school to help them to support and enhance children's learning. The setting works with parents and information is shared with them daily when they collect their child.

Staff interact positively with the children at times and join in an activity with them when asked. For example, when completing a jigsaw puzzle of the British Isles. They talk to the children about where different places in the country are and help them to point out familiar landmarks, such as Buckingham Palace. Younger children are helped to complete the craft activity of colouring and cutting out an Easter basket. Staff support children to use scissors and help them to bend and glue the shapes to make their baskets. Children are proud of their achievements, which they show to other staff members and are especially excited by the addition of a chocolate rabbit to the finished creation. They are not encouraged to extend and develop their own play or imaginative skills. For example, when outside, two children found twigs, which they wanted to use as wands to play at being fairies. The registered provider immediately told them to throw them in the bin, which resulted in one child becoming very upset.

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

Children's health and well-being is adequately fostered. Children know that they wash their hands before eating and enjoy snacks, such as scones and fresh fruit. However, the organisation of snack time is at times chaotic. As staff serve each child individually, some children have finished eating before others have started. Children's independent skills are not fostered as they are not encouraged to pour drinks or help themselves to their snack.

Children access fresh air as they play outside. However, the lack of resources provided for them does not help them to develop physical skills. For example, one football was available for all of the children. Some children wandered aimlessly or stood in the doorway waiting to go back inside. Eventually, two members of staff organised a game for children to play, which involved them having to stand still like a statue when the child, who was 'on' turned round.

Children's behaviour is appropriately managed, although, at times, due to the lack of resources and organisation older children become quite boisterous. Children have written club rules, which encourage them to have kind hands and feet and to be polite. Resources provided indoors are not appropriate for children or in enough quantity to ensure that their needs are met. Children are not able to select for themselves and the resources that are provided and put out for them are minimal.

Children are taught how to keep themselves safe as staff explain why they cannot use the pirate ship in the playground because it is slippy. However, at times, children are not allowed to take controlled risks or develop their own understanding of how to play safely. For example, when they had to throw away the twigs they had found. Children are forming good relationships and they play nicely with their friends. Older children help their younger friends to complete games. For example, when playing with the animals and colouring the baskets.

Staff find out information about children before they start. Settling-in periods are offered to ease the transition for younger children into the setting. Children with special needs and/or disabilities are supported as staff take time to find out and implement ways to help them to settle. For example, they have introduced pictorial timetables.

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

Children are not adequately safeguarded. Although, the registered provider and staff know procedures to follow if they have concerns about a child in their care, they have not ensured that they follow their mobile telephone policy. Following concerns received about this, an early inspection was carried out. The inspector found that staff have been using their mobile telephones to video children and that these videos have been put on the setting's internet networking page. However, the registered provider is unable to demonstrate that the site is secure as members of the public have been able to access it. As a result, children's safety and confidentiality is compromised and a specific legal requirement is not met.

The premises are safe and secure and staff are vigilant when monitoring the door when parents arrive and depart and children's access into the main school building. Children are supervised when they go to the toilet as they have to walk through the school. However, at times, risk assessments fail to effectively identify risks and allow children to develop games for themselves. All staff have undergone appropriate checks to ensure that they are suitable to work with the children. The majority of staff hold childcare qualifications and they attend training to update their knowledge. Supervision of staff is just starting in the process of formal appraisals. The setting works with parents and shares information with them on a daily basis. Parents' comments are positive. They say that children are happy to attend the group and staff are approachable and friendly. Partnerships and information sharing between the school, other professionals and the setting is poor, to ensure that children's learning is complemented and enhanced.

The registered provider fails to recognise that the setting is not meeting children's needs.

She does not ensure that children are provided with choices about where or with what they want to play or monitor the activities, which staff provide to ensure that they are suitable. Planning is not up to date and educational programmes are not monitored to ensure suitability. A system of reflective practice has not yet been implemented. As a result, the setting has failed to make the necessary improvements to ensure they move forward and that progress is sustained.

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 action. 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	EY282582
Local authority	Worcestershire
Inspection number	907126
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	70
Name of provider	Kids First Limited
Date of previous inspection	16/06/2011
Telephone number	07917 312035 07917 312054

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

