

Kids Crewe

St. Matthews C of E Primary School, Poplar Road, Stretford, MANCHESTER, M32 9AN

Inspection date

Previous inspection date

16/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children clearly enjoy their leisure time at the provision. They are happy, secure and settled. All children are highly valued and respected by the adults who care for them and are developing firm friendships with their peers.
- Staff identify children's individual interests and expand resources and opportunities to extend and challenge children's learning and development. As a result, children's progress is very well supported.
- Children's behaviour is good because staff use positive techniques, such as praise and encouragement, consistently. Consequently, children understand what is expected of them and have high levels of confidence.
- Staff foster strong partnerships with parents and the host school to guarantee relevant information is shared regarding children's individual welfare and learning needs. This ensures continuity in children's overall care and learning.

It is not yet outstanding because

- Opportunities to support young children's growing awareness that print carries meaning and that information can be relayed in print form are not fully promoted.
- The presentation and organisation of the quiet area has yet to be fully developed to enhance opportunities for children to rest or relax and play quietly in a comfortable area.

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 activities in the main play room and the outdoor learning environment.
- The inspector spoke with staff, children and the provider at appropriate times throughout the inspection and at the end of the session.
- The inspector observed children's assessment records, planning documentation, evidence of the suitability of practitioners working within the provision and a range of other documentation, including the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and in information included on returned parental questionnaires.

Inspector

Kay Armstrong

Full Report

Information about the setting

Kids Crewe was registered in 2012 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The provision is owned and run by an individual. It operates from a single storey building within the grounds of St. Matthews Primary School in Stretford, Greater Manchester. The provision serves children and families who attend the school and is accessible to all children from the local community. Children have access to the main play room within the dedicated building and a secure outdoor play area. The provision is open Monday to Friday, from 3.30pm to 6pm, during the term time.

There are currently 21 children on roll, five of whom are within the early years age group. Children attend for a variety of sessions during the week. There are two members of staff who care for the children. Both of whom hold appropriate early years qualifications to level 2 or 3. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- support children's growing awareness that print carries meaning and information can be relayed in print form, for example by labelling the storage boxes which contain resources

- enhance the development of the quiet area for children to rest, read or play quietly.

Inspection judgements

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

Children arrive happy and enjoy the time they spend in the provision. They settle quickly and are eager to choose and initiate their own activities, which enhances their confidence and encourages them to drive their own learning. Staff have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff make observations of children's development and their interests; as a result, they are able to provide a range of interesting resources and activities to support and challenge children's learning. For example, staff had noted a child's interest in 'making potions' and had provided a pestle and mortar to support this interest.

The strong working relationship with the host school and regular discussions with the teachers ensure staff are aware of children's current learning and individual needs. Therefore, staff are able to complement and support children's understanding and progress. Through observations made by staff, parents are kept informed of children's development and the activities they enjoy. Consequently, parents understand the ways that the provision supports their children's all-round learning through play. Children are making good progress in their personal, social and emotional development, because staff provide lots of opportunities for children to play together without adult intervention. As a result, children learn to negotiate, share resources and take turns fairly, developing skills to enhance their future learning.

Staff provide a welcoming environment by displaying children's creative work this promotes children's confidence and good sense of belonging. A wide range of resources are easily accessible to promote children's choices and learning. Problem solving and reasoning skills are fostered well throughout the provision. For example, a child selects to play alone with a construction set. He concentrates well and builds an intricate model of a car, following the picture on the instruction leaflet. However, opportunities to foster children's growing understanding that print carries meaning are not fully promoted. For example, although resources are stored in semi-clear containers, which mean that children are able to see what they hold, they are not labelled.

Children are confident communicators and staff encourage and support their communication skills well. Staff ask open ended questions to help children think critically and listen carefully to what they say. As a result children feel valued and their self-esteem is well fostered. Children thoroughly enjoy playing outdoors. They dig in soil and are keen to water the plants growing in the school garden which fosters their understanding of the world around them. Children have fun as they dress-up and play imaginatively with their friends and the adults who care for them. They run around the school playground, chasing each other 'zapping aliens'. Staff effectively promote all children's understanding of diversity and plan activities that encompass different celebrations, for example Pancake Day, Christmas and Chinese New Year. Children have good opportunities to gain an awareness of diversity as they use equipment that reflects positive images of difference.

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

Children are secure, happy and familiar with the daily routines of the provision. Warm relationships with staff create a friendly and inclusive atmosphere where everyone is welcome. Children state, they are 'looked after and feel safe'. They demonstrate their feeling of security by confidently choosing activities and playing and socialising with a wide range of friends. Consequently, children are learning to respect and tolerate each other's differences. Children's behaviour is excellent as they are occupied and fully engaged in a wide range of activities both indoors and outside. They also receive lots of appropriate praise and encouragement and respond well to staff expectations. Children's care needs are successfully met because the staff team work hard to share information with parents, carers and children's teachers. Parents are encouraged to visit the provision to settle their children. Key people also gather relevant information about children's individual needs

and interests, enabling them to provide activities and resources which capture children's attention. As a result, children move easily between school and the provision. Daily discussions with parents support a shared approach to children's progress as they are kept up-to-date about the activities their children enjoy whilst at the provision.

There are lots of opportunities for children to be active and engage in boisterous play. They thoroughly enjoy playing outdoors and ball games are very popular. Climbing on the large equipment and clambering over obstacles in the tyre park provides good opportunities for children to develop and extend their physical skills and coordination, whilst having fun. However, the organisation of the quiet area is not yet fully developed to enhance opportunity for children to rest or relax and play quietly in a comfortable area. Children competently follow good hygiene routines with minimal support and manage their personal needs with ease. The provision promotes healthy eating through discussion and activities. For example, a snack of a wide variety of fresh fruit and toasted bagels is thoroughly enjoyed by the children. They are able to quench their thirst as they can help themselves to drinks throughout the session both indoors and out. Children enjoy snack-time which provides a good opportunity for them to develop social skills and participate in lively conversation. They help to complete essential tasks, such as tidying away resources, and their plates and cups at snack time, this promotes a sense of responsibility and self-esteem.

Staff are deployed well to ensure they are able to supervise children at all times and promote their safety. Risk assessments and daily checks of the premises are undertaken to make certain the environment is safe for children to play in. Children are well supported in taking calculated risks, such as using the large equipment outdoors. As a result, they are able to set their own boundaries and learn to take responsibility for their own safety. In addition, routines, such as practising the emergency evacuation procedure, foster children's understanding of what to do in the event of a fire.

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

The provider and staff demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation Stage. The provider maintains an overview of the provision to ensure that children access a wide range of experiences, covering all areas of learning. Planning and assessment is monitored to ensure that children achieve well and make progress.

Children are effectively safeguarded as staff have attended appropriate training to update their knowledge. They are very clear about the procedures to put in place in the event of any concerns about a child in their care. The induction process for new staff is thorough and ensures that all staff understand their role and responsibilities in meeting the safeguarding and welfare requirements. An effective appraisal system and regular informal supervision are in place. Staff training needs are identified through this process. Performance management of the staff is monitored by the provider as he works alongside staff. Staff are regularly observed by the provider and he has systems in place to tackle underperformance through supervision and ongoing training if required. As a result, the

interests of children are promoted as staff are provided with support and training. All children are looked after and collected by staff who have paediatric first aid qualifications ensuring they are able to cope with minor medical emergencies. Effective systems are in place to ensure that all staff working with children are suitable to do so which, enhances their safety further.

The provider has a strong drive to improve the out-of-school provision. Self-evaluation takes into account the views of staff, children and parents. Views are sought through regular meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to them and to complete questionnaires. Achievable targets have been set for continual improvements which will support children's progress over time. For example, after attending training, the provider has begun to implement a creative art scheme for the outdoor play area and wants to introduce den making resources to further enhance children's creative play.

Partnerships with parents are solid as staff ensure that they feel valued. Parents are involved in their child's learning on a regular basis through effective daily communication. Parents speak very highly of the staff team and value the supportive relationships. Feedback from the parents is very positive. They say 'staff are friendly and approachable' and that 'children enjoy coming to the provision and very often do not want to leave'. Parents state that they feel 'children are safe and secure' and 'have lots of fun' within the provision.

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	EY453953
Local authority	Trafford
Inspection number	890119
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	21
Name of provider	Kids Crewe Ltd
Date of previous inspection	not applicable
Telephone number	07729462041

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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, 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.

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