

# K & O Childcare Ltd

161 Sumner Road, LONDON, SE15 6JL

<b>Inspection date</b>	31/07/2013
Previous inspection date	14/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		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 nurturing staff team who are attentive to children's needs and foster positive relationships with children and their parents and carers.
- Effective risk assessment procedures are part of everyday practice and ensure that the premises remain safe and secure for the children throughout the day.
- Staff have a good understanding of how children learn and develop which helps them plan appropriate activities to help children make good progress. There is a strong key person system which provides children with a secure base from which they can explore and learn.
- An effective management team ensure staff are suitable for their roles and provide regular support to ensure good practice is maintained throughout the nursery.

### It is not yet outstanding because

- opportunities for children to understand that writing is for a purpose are sometimes missed.

## 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.

## Inspection activities

- The inspector observed practice across the indoor and outdoor spaces and across the routines throughout the day.
- The inspector completed a joint review of the activities provided in the main room with the manager.
- The inspector completed jointly reviewed a sample of planning, observation, assessment and children's records with the manager and director.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector looked a range of documentation regarding policies and procedures.

## Inspector

Jenny Griffiths

## Full Report

### Information about the setting

K & O Childcare Ltd was registered in 2010. The nursery is managed by a committee of local people and parents. It is located in the Peckham area in the London borough of Southwark and serves the local community. The nursery is accommodated in a community hall with upstairs rooms. A fully enclosed play area is available for outdoor play. The nursery has suitable disabled access. It is open all year round from 7am to 6.30pm, Monday to Friday. The nursery is registered on the Early Years Register. There are currently 34 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four. They currently support children with special educational needs and/or disabilities and a number of children who speak English as an additional language. The setting employs seven members of staff, the majority of whom, including the manager, hold appropriate early years qualifications. There are two members of staff qualified to graduate level and one member of staff holds Early Years Professional status. The nursery receives support from the Early Years Team in 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:

- strengthen opportunities for children both indoors and outdoors to be able to practise their early writing skills.

### Inspection judgements

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

Staff have a good understanding of children's individual needs. They provide a range of interesting experiences and children happily play and explore these which help them make good progress. Staff foster a strong sense of independence in children and high levels of self-confidence and self-esteem are observed as children engage in their chosen activities. A range of resources are easily accessible by the children and activities are thoughtfully presented at a variety of levels. Children experiment with early writing skills as they use their fingers to write in sand. A writing area is also available to extend children further although the way the activities and resources here does not always encourage children to write for a purpose. Children particularly enjoy engaging in pretend play in the home corner and adults support their learning by joining in the play and making suggestions about what could happen next. An adult helps to enact roles as doctor and patient as children explore the contents of a doctor's bag. Children who notice small world animals nearby are encouraged to examine the features and count how many legs there are.

Staff encourage children to make full use of different features of their environment. Children move freely between the indoor and outdoor spaces and are confident to select activities which appeal to them. Older children set themselves challenges to spin their hoops around their arms and demonstrate good self-control and skill. . Adults extend children's learning through links with mathematics as they count how many times children can twist the hoop around. An understanding of diversity and supporting children learning English as an additional language has been developed through providing useful materials such as dual language books at story time and the recruitment of a Spanish teacher to support children speaking Spanish.

The staff have good systems to help them observe, track and assess how well children are doing. These systems are well focussed and consistent across the rooms. Key persons make regular observations of children's learning and carefully analyse what learning has taken place and what progress has been made. This provides a secure and reliable basis to plan next steps for children's learning. Adults respond to children's needs and extend their learning through next steps. For example a member of staff notices an individual child's interests in the movement of small world motorbike along a table top. Large paper, paint and a wider a variety of small world wheeled vehicles are made available for this child to explore.

Parents are welcomed into the setting on a daily basis and are encouraged to settle their children before leaving. This provides an opportunity for key persons and parents and carers to exchange information. The end of the day is also well organised in the same manner and helps to build relationships of trust between the home and setting. Parents contribute to their children's learning and share information which can be used to plan future learning.

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

The routine and structure of the day runs very smoothly. This helps to provide children with an environment in which they feel safe and secure. The staff team are effectively deployed to supervise children at all times. As a result, children are supported well during their learning and their personal needs are taken care of by sensitive adults who are observant and attentive. Relationships between older and younger children are excellent. Children play alongside or with each other happily. They also show confidence as they communicate with each other and with adults. Staff help children develop a strong sense of independence as children are encouraged to think for themselves and to select their own activities and resources.

Staff support children to learn about healthy lifestyles. An independent snack area has been created which provides children with the opportunity to decide when they feel hungry or thirsty. Children are able to communicate their needs to adults who understand them and respond. When children need changing, their key person attends to their needs while talking to them throughout which alleviates any distress or discomfort. Children who can go to the toilet independently always have an adult nearby to supervise them and to

give any help if needed. Those children who sleep during the day are taken to a quiet place and settled by their key person who stays close as they drift off to sleep

Lunchtime is a quiet social occasion where all of the children and adults sit and eat together. Adults talk to children throughout and enable them to feel comfortable. Children have the opportunity to sit and talk with other children and adults from different rooms. As a result, good relationships are made across the setting which helps when children move between rooms. Staff support the wider moves as links are made with schools that children move onto. Records are passed on and staff from schools are invited to visit the setting. This helps provide a consistent approach as children move on to school.

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

The leadership and management structure of the nursery is effective particularly through roles and responsibilities which are clearly defined. This means that support and advice is available for the staff team across a wide range of areas. There are clear lines of communication between the director and the manager and between the manager and staff. Essential information is exchanged and records are effectively maintained. The director provides additional support with staffing and recruitment. Safer recruitment training has equipped the Director to ensure that all staff are suitably vetted, inducted into their roles and appraised in their performance. This inspection took place due to concerns made to Ofsted regarding the suitability of persons. The inspection found that all staff have enhanced Disclosure and Barring Service Clearances and hold suitable references. All steps have been taken to ensure that children are fully safeguarded and supervised by staff by who are suitable to do so. The staff team have a thorough understanding of the issues underpinning safeguarding and clearly know what to do if they have a concern about a child or if an allegation is made against a member of staff.

Risk assessment procedures are thorough and are well maintained throughout the course of the day. The acting deputy is extremely vigilant and provides an excellent role model to the staff team. Supporting documentation was also well maintained and records were up to date.

Management value the views of parents and carers and show a commitment to Parental Partnership particularly through the organisation of a designated parent's area where parents can sit comfortably to settle their children or talk to key persons. The noticeboard in this space displays an assortment of thank you cards from parents. Comments celebrate the setting's practise and show that the expressions of gratitude are sincerely appreciated. The recent developments of the feedback books for parents are a positive way of improving the level of communication so that children's needs can be planned for carefully. Targeting fathers during wider activities has also helped them to become more actively involved in their children's learning.

Management are committed to driving practice forward and self-evaluation of the provision has helped to identify several priorities and to address weaknesses. Monitoring

of practice feeds into regular staff meeting and supervisions with staff so that practice can be improved. Sharpening monitoring strategies and extending the range of aspects of practice which are monitored will provide a clearer overview of all of the strengths and weaknesses of the provision. Monitoring systematically will also help to drive progress forward at a faster pace.

The setting has good partnerships with the local community and other professionals and agencies. When there have been concerns about special educational needs, staff do know where to request support and advice for the setting, the child and their parent. Ongoing support is provided to ensure that children's needs are met well while they are at the setting and as they move on to the next.

## 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

<b>Unique reference number</b>	EY419807
<b>Local authority</b>	Southwark
<b>Inspection number</b>	926623
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	53
<b>Number of children on roll</b>	34
<b>Name of provider</b>	K & O Childcare Ltd
<b>Date of previous inspection</b>	14/07/2011
<b>Telephone number</b>	0207 701 3320

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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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