

# KIDS Forest Park

Forest Edge School, Lydlynch Road, Totton, SOUTHAMPTON, SO40 3DW

## Inspection date

Previous inspection date

07/08/2013

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

- The well trained and competent staff team support and interact with children well to meet their individual needs.
- There is excellent attention to safeguarding children's welfare and meeting their dietary and medical needs.
- Children have fun in a rich and stimulating environment, alongside good care and attention from staff.
- Highly positive partnerships exist with parents and the school which contribute very successfully to meeting children's needs.
- The manager is highly skilled and has an excellent understanding of the club's responsibilities, with a clear drive for improvement through teamwork and her dedication.

### It is not yet outstanding because

- Not all key persons have strong skills to ensure children's needs are exceptionally well met.

## 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 play and learning activities indoors and out and held a discussion with the children's key persons.
- The inspector spoke to the manager regarding leadership and management.
- The inspector looked at the club's planning, and sampled documentation, particularly related to safeguarding and welfare.
- The inspector had a discussion with a sample of parents to gain their views of the setting.
- The inspector undertook a joint observation with the manager.

## Inspector

Lorraine Wardlaw

## Full Report

### Information about the setting

KIDS Forest Park registered in 2009. It operates at Forest Park School in Totton and is managed by KIDS. This is a charitable organisation that works with disabled children, young people and their families. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children up to the age of 19 years may attend the provision, which offers play schemes during some holiday periods, an occasional Saturday club and after school care during school term time. The play scheme operates from 9.30 am until 3.30 Monday to Friday, the Saturday club operates from 10 am until 2pm and the after school provision is from 3pm until 5.45pm Monday, Tuesday and Wednesday. There are 180 children on roll, of these eight are in the early years age range.

The premises are readily accessible and five rooms within the school premises are used by children. There is access to secure grounds for outdoor play. The organisation employs ten staff to work with children, of whom seven are qualified to National Vocational Level 2 and above in early years and play work.

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

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

- develop further the skills and support staff give to each individual child to ensure the very best possible outcomes.

## Inspection judgements

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

The out of school and holiday club meets the needs of the children with success. Staff are knowledgeable about all the children in their care and are well trained in child development to effectively support children with complex learning difficulties and/or disabilities. They tune in to each child's specific needs well and offer good, tailored support which ensures children feel safe and have fun in a nurturing environment. High staff to child ratios means that children are given a lot of attention from staff who are warm, sympathetic and who fully understand them. Children demonstrate their eagerness and enjoyment at being in the setting alongside practitioners who support their needs well. For example, they chuckle with delight and smile broadly when tickled with items from the sensory basket, even while their specific medical needs are being met at the same time. Children love being outdoors with the fresh air on their faces and listen to the musical sounds played to them by their key person. However, not all key people feel

confident to skilfully interact with the children to develop their learning right from the start because they concentrate more on building up a strong bond with the children during their first few days of attending the club.

As time progresses, the staff offer children more challenge such as walking, while being hand held, without socks so they can feel the texture of the playground under them. Although Makaton (signing) is known and used by staff, they introduce it to individual children once a good relationship is built. Some staff interact with skill to promote children's understanding and verbal communication, such as repeating words and actions when they use their senses to explore the treasure basket. There is a high focus upon children developing positive relationships with staff and having enjoyment in the play based, holiday provision. Extensive information is received from parents and the school setting prior to a child attending the club. This ensures all staff, and particularly key staff, are well aware of children's specific needs. The club will often follow children's favourite play activities, which are known to the school, such as encouraging the children to explore honey and shaving foam in the messy room, to develop their senses. The spotlight is very much upon children developing a positive attitude to life and learning, which is highly evident in the group.

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

The club makes excellent use of the superb, adapted school facilities to offer a rich and varied play environment to children. Consequently, children feel very settled and happy. The light sensory room, soft play room and messy room, alongside a play hall with inviting play resources, effectively support children's key areas of development. The excellent one-to-one attention given to children means that staff can easily offer children the fun play environment they require. For example, children are wheeled in their chair to the highly secure and especially adapted garden to gain a different perspective on play. They have fun splashing and playing in water with the adults outdoors or are thrilled with the sensation of the swings. Key people have a particular in-depth knowledge of each child, their home backgrounds, the professionals involved in their life, and their very specific needs. Children new to the provision are starting to form bonds with their key people, who are responsive to them. The strong skills and knowledge of the staff means that care practices are carried out extremely well. For example, all staff are trained in the individual children's emergency medication procedures. In addition staff are vigilant at observing and looking out for signs regarding a child's physical health.

There is good attention to health and hygiene practices in the group. The manager has a strict schedule to ensure all children who require it are regularly hydrated. Children enjoy social mealtimes sat together around a table with the staff to eat their lunchtime meals provided by parents. Other children's nutritional needs are well met because the manager is vigilant regarding those children who are tube fed. All staff are highly aware of each child's physical needs and well being. They are highly vigilant of children who like to try to leave the premises and carry out risk assessments to ensure all areas of the premises are safe and secure. Each child has a risk assessment that records their specific needs and requirements regarding their medical health and behaviour, with the steps staff take to

minimise them. These are recorded on a mini portfolio in a personal wallet which can be taken on outings and includes their photograph. Children love the outdoor play experience gaining lots of fresh air and some exercise according to the specific needs. Those who have specialised equipment become excited as they independently move around and explore the outdoor play environment, using their legs.

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

The manager and staff ensure that the safeguarding and welfare requirements are implemented to the highest level throughout the club. Staff have an extremely secure knowledge of the child protection procedure because they have been trained and are fully aware of each person's responsibilities and associated documentation. Robust procedures are in place for recruitment, appraisal and supervision of staff, by the provider. For example, induction includes completing e-learning modules which are extensive and cover all the club's rigorous policies and procedures. Sessional staff show a full awareness of their roles and responsibilities. The manager and staff discuss training and further ways to improve; for example, building upon their already good practice to ensure the key person system is consistently effective. The manager is unfaltering in her drive towards high quality provision. Monitoring of staff practice takes place on a daily basis and is discussed promptly if necessary by the efficient and effective manager. This is in addition to staff supervision time, when staff practice is discussed and targets are set. The manager ensures the staff team consistently and continually evaluate each of the sessions to ensure they effectively meet children's needs. The group's self-evaluation is accurate and is informed by the whole staff reflecting on practice and includes parent's feedback.

Partnership with parents is highly successful. Staff are very welcoming and friendly when parents arrive with their children and have a good verbal update to discuss children's changing needs. Parents report knowingly and glowingly about the club. Positive comments include, 'It's good for him to come and feel important. They really got to know him yesterday. He had fun, his mood was brilliant when he came home. I feel the club supplies us both with huge support that helps us cope with our way of life.' There is a high level of commitment by the manager to offer an excellent service to parents and to engage the whole family. For example, she gains funding and organises 'family fun day's' where the whole family can come together and enjoy exhilarating experiences such as using 'ringos' on the ski slope, bike riding in the New Forest with a picnic and canoeing. She then documents them in a photographic book so children can look at and re-live their wonderful family experience. Everyone, the parents, staff and other professionals work exceptionally well together. The team around the child contributes successfully to positive outcomes for children.

### **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

<b>Unique reference number</b>	EY398698
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	926669
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	180
<b>Name of provider</b>	Kids
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07827 989314

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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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