

# KIDS Early Years Short Breaks Provision

249 Birmingham Road, SUTTON COLDFIELD, West Midlands, B72 1EA

<b>Inspection date</b>	14/08/2013
Previous inspection date	24/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children achieve to the very best of their capabilities because staff expertly provide activities which exactly suit the needs of all children.
- Staff are extremely responsive to children's interests and quickly change plans to accommodate these so that the momentum for children's learning and enthusiasm is maintained.
- The indoor and outdoor spaces are used as flexibly as possible. Children, explore, initiate activities and take some risks, but are consistently encouraged to develop a can-do attitude in all areas of their play.
- Children flourish in this happy, welcoming environment. Staff are attentive and thoroughly committed to giving children the best possible care.
- Children's communication is extremely effective. They use a variety of methods, such as sign language, gestures and pointing, to express their feelings and make themselves understood.

## 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 playroom and outside in the garden.
- The inspector conducted a joint observation with the manager of the provision.
- The inspector had discussions with the manager, deputy and trainee.
- The inspector observed children having lunch.

## Inspector

Sally Smith

## Full Report

### Information about the setting

KIDS Early Years Short Breaks Provision opened in 1995 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a large detached house in Birmingham. It is part of a national organisation which provides a range of services for children and families. There is an enclosed garden for outdoor play.

The provision opens on Wednesday and Thursday mornings from 9.30am to 1.30pm during term time. A holiday play scheme operates during the school holidays. The provision provides care for children with special educational needs and/or disabilities. There are currently 10 children on roll who are in the early years age group.

The provision employs two members of staff, both of whom have a degree in early childhood studies.

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

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

- build on the existing very positive engagement with parents by further supporting them with more regular workshops to understand about teaching and learning.

## Inspection judgements

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

Children make the best possible progress they can as their individual needs are expertly catered for. Staff recognise and celebrate the unique qualities and characteristics of each child. They provide a unified and team approach, and ensure that a wide range of resources make inclusion a very successful endeavour. Great emphasis is placed on planning and implementing a programme of activities and environmental adaptations that a child may need. Staff are highly trained and skilled to meet the needs of every child. Their passion transcends to the children and they never see anything as a barrier, but instead what can they do to overcome it. This means that children's personal, social and emotional development, particularly their independence, is fostered incredibly well. For example, a child takes a photograph of the activity they are engaged in so that this can be placed in their learning record. The child holds the camera correctly, while a member of staff asks if they can remember which button to press, which they do so correctly. This helps to develop children's understanding of how things work.

Teaching is highly effective because staff are very aware of the complex needs of each child and respond to these magnificently. They know each child very well and step in quickly to ensure they receive help and support when required. They know exactly the right time to do this, in a way that is right for the child. Staff ensure that each child has worth, regardless of their individual challenges. This enables children to play, learn and participate in everyday routines to the very best of their capabilities. They work effectively with other professionals to set out a learning plan that is individual to each child. Staff have very high expectations of what all the children can achieve, and activities are highly engaging, interesting and open ended. Children build, explore, initiate activities and take risks, always showing a can-do attitude in all areas of their play.

Children communicate well in many different ways and clearly articulate what they want. Some use speech, while others use gestures and signs. Children enjoy action songs and participate enthusiastically, knowing when to point to the sky or open and close their hands like 'twinkling stars'. They select an item out of the song bag which relates to a favourite rhyme. For example, one child selects a plastic pig and instantly makes an 'oink oink' noise, imitating the sound a pig makes. Children follow by singing a well-known favourite song. One child enthusiastically signs to the chorus and is praised profusely by staff as they recognise what she has done. This helps to develop communication skills. Children develop an understanding of number and counting through a range of stories and rhymes. They learn about space as they negotiate moving around their environment, and positional language as they go over, under and around equipment.

Children enjoy imaginative play using a range of resources in the role play kitchen and engage confidently in art and craft activities. Staff plan numerous tactile experiences as they know this is what many children enjoy. For example, children make bread, firstly mixing the ingredients and then feeling the texture as they knead and manipulate the dough. This helps to develop hand-eye coordination and to strengthen the muscles in their hands, promoting their physical development. However, children cannot understand the process of the bread being removed for cooking. Therefore, staff make more dough for the following session so that children can continue their experiences and enjoyment. They thoroughly enjoy manipulating it in different ways, squishing and squeezing it in their hands, while some children refine their skills, using rollers and cutters to make shapes. Children's interests and abilities are built upon and their learning moved forward extremely well as adults actively play alongside them, without directing or taking over. They talk about what children are doing and about how the dough feels, while also using sign language to help children understand and make connections in their learning.

Children have a wealth of wonderful opportunities to explore their environment and move around freely. Staff excite curiosity and imagination in children, whose natural creativity and interest in their world is promoted through pretend play and environmental exploration. For example, children choose to play with a water tray outside, that has been left over a period of time. This contains a pool of muddy water which staff initially suggest they clean out. Children become animated and peer closely as they see things moving inside. Staff note this and respond to the interest and learning potential this opportunity provides. Various containers and pots are provided for children to catch the different pond life, such as freshwater shrimps, flatworms and tadpoles. They gaze in awe and wonder at their 'sea creatures' as they observe them at close hand using magnifying glasses. This

spontaneous activity proves a great success as children develop control and coordination and learn about living things. Outdoor play is popular all year round, and children enjoy many different activities, such as playing with the parachute or using wheeled toys. This helps to develop their physical skills as they gain some control over their movements.

Staff carry out regular observations and assess the learning taking place. They recognise that children develop at very different rates and at different times and, therefore, children's achievements and accomplishments are very individual to them. Every success, however small, is truly valued and recognised by staff and shared with parents. This ensures children's self-esteem is promoted. Children's individual progress is regularly checked. This information, combined with that of other professionals, is then used to plan activities to ensure that all children make the best possible progress they can. Meetings regularly review what children have done and the progress they make. Action plans are put in place so that clear targets are identified for their future learning and development. All staff work skilfully and cohesively to support all children in helping them reach their full potential. Positive links with other schools are established when the time comes for children to leave. Meetings are arranged, whereby staff create a package of support to help the teacher build on what children have already achieved. These times can be traumatic for children as they sometimes have little understanding of change. Staff therefore endeavour to make these transitions as smooth as they possibly can.

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

Staff create an exceptionally warm environment that welcomes everyone and where equality of opportunity is paramount. Children benefit enormously from the very close relationships and bonds they establish with staff and key persons, and from their excellent relationships with parents and staff from other agencies. Staff have a wonderful disposition with children and are attentive to their every need. They pay incredible attention to detail to ensure that these are met so that children feel truly loved, cared for and safe. Sensitive, respectful and trusting relationships are established with their families. Regular and ongoing discussions ensure that information is shared between the home and nursery. This ensures that there is the utmost consistency and a combined approach to all aspects of children's care, routines and development. Home visits are undertaken to see children and families in their own environments where they feel comfortable and relaxed. This enables staff to build a picture of each child's unique characteristics so that they can tune into and respond sensitively to children's feelings, behaviour and preferences. This works very positively and ensures that the transition to nursery runs smoothly. Children relish their time at the setting in an environment where their welfare needs are promoted with success.

Staff manage children's challenging behaviour exceptionally well. They understand that some behaviours can become compulsive so look at alternative mechanisms to help children. They are adept at noticing any tell-tale signs and quickly intervene with distraction techniques. For example, children might be provided with something soft and pliable, such as a ball to squeeze and manipulate, to help reduce their anxiety and frustration. Staff work with other professionals and attend numerous multi-agency meetings where they seek further advice to help and support children. At all times, they

are dedicated to working closely with parents for a consistent approach to managing children's behaviour. As a result, children quickly learn what is expected of them, for example, they help to tidy away their toys. Children also help each other and are aware of some children's limitations. A child drops her cup on the floor and another child recognises that she is unable to move from her chair, so picks it up for her. One child becomes agitated when another child cries, and gestures to staff for their support. This demonstrates the care and concern that children show for each other.

The room is well organised to provide areas that stimulate children's interests and senses in different ways. Resources are placed at children's level so that they can access these independently. Staff are keen to enable children to freely move between the indoor and outdoor environment. They are also very mindful of the temperature within the room, as some children have complex medical conditions and need to be kept warm. To compromise, staff operate an open-door arrangement after children have eaten their snack and before eating their lunch. This means that they can make their own choices as to where they want to play and get regular fresh air.

Children demonstrate a clear recognition of following good personal hygiene through the established and well-practised routines. Children, wherever possible, are encouraged to attend to their own care needs, such as washing their hands. Some children are able to manage this task independently, firstly selecting the soap and concentrating as they wash and then dry their hands. Visual aids act as prompts for children so that they learn the correct sequence to do this. Other children are supported by staff to have their hands and faces washed at the appropriate times. Staff continually talk to children about effective hygiene procedures so that these messages are reinforced with children. For example, a child coughs and is reminded to cover her mouth so that she does not spread germs. Children's dietary needs and preferences are well known by staff, who cater for these accordingly. Children eat healthy snacks and enjoy the different fruits, sandwiches and toast provided. Staff know that some children have difficulty in using their fingers to pick up their food. Therefore, they cut the sandwiches into larger pieces so that children can use a palmar grip and guide the food to their mouth. This means children can eat and enjoy their food independently. Mealtimes are social occasions where staff and children sit together. Letters and information sheets are sent to parents regarding suitable contents for lunch boxes so that the healthy eating message is not compromised in any way.

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

Child safety is an absolute priority in the setting and underpins everything staff do. They demonstrate that they are fully able to respond with the utmost confidence and knowledge to any child protection concerns. A thorough safeguarding policy is in place which outlines all aspects of the referral process. These documents are reflective of Local Safeguarding Children Board guidelines and are openly shared with parents and carers to ensure they are informed. Staff have a clear understanding of the known indicators of abuse and of the action that they should take in the event of a concern about a child in their care. Everyone demonstrates confidence to come forward to speak or act should they be unhappy with anything in the setting. This may be a health and safety risk, or the

inappropriate conduct of one of their colleagues. Staff are fully conversant with procedures should any allegations of abuse be made against themselves. A clear social media policy clearly outlines the expectations of the setting, and how any websites or personal accounts must be used safely and securely. Should staff use any social media as part of their role within the organisation, then this has to be approved by the fundraising director. Confidential information regarding children cared for at the setting is kept in a locked filing cabinet in the office. This ensures children's safety and well-being are effectively promoted.

Ratios are strictly adhered to and staff are effectively deployed at all times to meet children's individual needs. Staff are vigilant in identifying and assessing potential risk and taking effective steps to prevent accidents happening wherever possible. Staff demonstrate that they are fully committed to the safety of children at all times, while still allowing them the freedom to discover their environment. Staff talk to children and continually reinforce safe practices. This means that children learn to take responsibility for their own safety. Rigorous recruitment and vetting procedures are in place to ensure that staff working with children are suitable to do so. All staff, including trainees, have Disclosure Barring Service checks, and details of these are recorded and available for inspection. References are sought and qualifications are verified. Trainees are given a thorough induction and, like all staff, are fully aware of their roles and responsibilities. During the inspection, the trainee acted with the utmost diligence, while being extremely knowledgeable about the task in hand. Interaction with the children was of an extremely high standard.

Regular supervision sessions and appraisals are used to check staff's ongoing suitability. The manager checks the teaching quality regularly. Information from these observations is used to make sure that staff take responsibility for improving any areas of their practice, which contributes to expected improvements in children's learning and development. Staff have ongoing access to training, which ensures they remain up to date with current good practice and changes within the early years field. In-house training provides further opportunities to enhance their knowledge and skills. As a result, they have a wealth of knowledge which is used extremely well to provide a high standard of care which promotes very positive outcomes for children.

The setting works extremely effectively with everyone who is in contact with the child. They develop exemplary partnerships with parents and a wide range of agencies to ensure each child's uniqueness is identified and their individual needs are continuously met. Staff see this as being crucial in order for children to receive the specialist support they require. As a result, children are fully included and are achieving as much as they can, taking into account their starting points and capabilities. Parent meetings and workshops are arranged to share information on specific topics and themes, such as the learning and development requirements for the Early Years Foundation Stage. These also provide parents with opportunities to speak to others with similar experiences and recognise that they are not alone. Feedback from parents is very positive, although they would welcome even more of these to dispel confusion and fully understand how all the agencies work together.

Self-evaluation is accurate and is focused on maintaining the high standard of provision

which has been in place for the last few years. Children and parents contribute to this process. Staff use a continual cycle of reflection, evaluation and analysis to explore all areas of their practice, the environment and the setting as a whole to determine strengths and areas for improvement. All staff contribute to this and targets are very specific and measurable. Staff are clear of the aim and purpose of the action undertaken and the outcomes. They assess the success and impact these have on the quality of care and learning for all children. As a result, the provision demonstrates strong capacity to maintain continuous improvement. Exceptional leadership from the manager, along with highly dedicated and experienced staff, means the nursery continues to provide the outstanding care and learning identified at the last inspection.

### **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>	EY152709
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	926650
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Kids
<b>Date of previous inspection</b>	24/05/2011
<b>Telephone number</b>	0121 362 4565

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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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