

# Jst 4 Kidz/Totz

St Andrews Community Centre, Sutton Park, Hull, HU7 6EA

## Inspection date

Previous inspection date

04/09/2013

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

- Good partnerships with parents are formed and due to sharing information well, children's care and individual needs are effectively met.
- Children are very happy and settle quickly. They feel safe and enjoy attending the setting.
- Staff provide very good role models to children and have a sound knowledge and understanding of child development and how children learn.
- Transition procedures are very effective. Good partnerships are formed with the local school and other settings. This helps to ensure children feel happy and secure.
- Children access a wide range of quality resources that are stored at child height. This enables them to choose items that interest them and meet their individual needs.

### It is not yet outstanding because

- There is scope to promote and enhance early literacy development within the outdoor environment.
- Children have fewer opportunities to socialise and engage in conversation within some group situations.

## 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 sampled documentation, checked suitability of staff and the qualifications of staff working with children.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector discussed learning and development, observation and assessment with staff and looked at children's individual files.
- The inspector observed the lunch time routine.
- The inspector spoke to children and observed their play whilst playing outside and indoors.

## Inspector

Caroline Basham

## Full Report

### Information about the setting

Jst 4 Kidz/Tots was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group provides a pre-school for the early years age range and a before and after school and holiday club. It operates from St Andrews Community Centre in Sutton Park within a residential area of Hull. There is an enclosed area available for outside play and children have access to the school playing field for additional activities. Early years children use the ground floor and other provision is offered both on the ground and first floor which is accessible only by stairs. The group operates before and after school care, Monday to Friday, 7am to 9am and 3pm to 6.30pm term time only. The early years pre-school's opening times are Monday to Friday 9am to 3pm term time only. The holiday club operates Monday to Friday 7am to 6.30pm school holidays only. Children attend for a variety of the sessions offered.

The group employs 17 members of child care staff. Of these, 14 hold appropriate early years qualifications at level 3. There are currently 70 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children and supports a number of children who speak English as an additional language.

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

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

- incorporate further opportunities for children that enhance early literacy development within the outdoor environment. For example, draw attention to marks, signs and symbols and talk about what they represent
- provide further opportunities for children to become part of a group and encourage conversation. For example, during lunch time routines.

## Inspection judgements

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

Children are very happy to attend and new children starting the pre-school settle quickly. This is because they are supported sensitively and effectively by staff who work closely with parents and carers to get to know their individual routines and interests well. Settling-in information is recorded as children register at the pre-school and used to

ensure all children's needs are fully met. Staff have a good knowledge and understanding of how children learn and develop and use this effectively to enhance children's learning through play. Partnerships with parents are strong and parents report that they are extremely happy with the care their children receive. The pre-school is clearly a very important part of the local community and held in high regard. Information is shared effectively through daily verbal feedback, parent questionnaires, newsletters and notices. This helps to ensure that all children's interests and individual needs are understood, met and adhered to effectively. Parents are warmly welcomed into the pre-school and are invited to attend play days and preview sessions. The open door policy means that parents can visit at any time, enabling them to interact, observe and become further involved with their child's learning whilst attending the pre-school.

Staff record child observations and assessments and use this information to plan and enhance further learning experiences. This results in children making good progress, given their starting points and helps prepare them for the transition to school. The information gathered is then used to help identify areas where children are below or exceeding expectations, as well as their progression since the last assessment. Children who speak English as an additional language are welcomed and staff work closely with individual families to ensure the children feel safe and secure within their new surroundings.

Children are able to select and play with a range of quality resources that they can access for themselves. Resources are displayed and stored at child height which enables children to choose items that meet their interests effectively. The children have free flow access to the well-equipped outdoor area and happily choose where they wish to play. Staff join in with the children during their play and enhance communication and language development through asking questions and involving all children. They use language that the children understand and can relate to which is both age appropriate and effective. However, opportunities are missed at lunchtime to enable children to communicate as effectively with each other and the staff. This time is less structured and although it is a social time, it becomes noisy and does not enable conversation to be shared effectively.

Children enjoy using the ipad technology systems and are very confident as they play phonic programmes and games. Such play experiences enhance early technology skills and enable children to understand about the world around them and how things work. Other children play imaginatively in the role play area. Children answer the telephone and explore the dressing up clothes while a very young child enjoys doing the ironing with the iron and ironing board available. They are starting to learn and understand how to share and take turns during play. This enhances their personal and social development as they begin to form friendships with others and play cooperatively. Children enjoy digging in the outdoor discovery area; they play with the play dough and sit at the outdoor table to draw pictures under the all-weather canopy. Mathematical concepts are learnt as children tip and pour the sand and talk about more and less as they dig. Numbers are displayed for children to recognise and use within their play as they match numbered buckets to spades on a board outside. Although there are fewer opportunities for children to recognise print, letters and signs and further enhance early literacy development whilst playing in the outdoor area. Adult-led painting activities enable children to explore textures and express themselves whilst being creative. They mix paints together and make handprints and

laugh as they describe their marks and pretend they have made spiders with the paint.

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

Children settle quickly into pre-school and form strong and secure emotional attachments with the kind caring staff. They show high levels of confidence and self-esteem and they delight in joining in both adult-led and child-initiated activities. The key person system supports families well and they know their individual key children and their care routines, dietary requirements, likes and dislikes. Children are carefully matched to staff that they make attachments to. This ensures they feel happy, safe and secure as quickly as possible when starting at the pre-school. Children have a good awareness of healthy practices and they demonstrate this as they know to wash their hands before sitting down to lunch. They talk about germs with staff and understand that they are bad for us and can make us poorly. Children are able to make choices during the free flow snack time as they choose from cereal bars, scones and fruit. Healthy choices are encouraged as staff offer water to the children to drink. A water dispenser is available at all times should children wish to have a drink throughout the day. This further enhances children's self-help skills and the importance of keeping healthy.

Staff provide good role models and are deployed well. They offer clear guidance for children about what is acceptable behaviour and due to this, children behave well and are kind and caring towards one and other. They reinforce and praise good manners and behaviour as they teach children to have a good understanding of right from wrong. This is due to all staff having a consistent approach and using strategies and language that children can relate to and understand. Younger children are able to rest as required and staff demonstrate a good knowledge of child development and use this to care for children and meet their needs very well.

The well-developed outdoor area enables children to access fresh air throughout the day and enables children to keep healthy and active. Children enjoy pedalling bikes and pushing and pulling other wheeled resources. Others climb and play in the outdoor log house together and sit on the benches provided whilst enjoying the sunshine. The pre-school has the opportunity to use the attached large primary school playing field to further enhance physical development. Children have vast amounts of space to run and express themselves whilst remaining safe as they do so. A self-contained quadrangle area is also directly accessible from the pre-school providing additional outdoor space as required. Staff take children to places of interest in the local community and the pre-school enjoys visits to the nearby primary school to view productions. This enables children to develop an understanding of the world and the local vicinity in which they live.

Continuity of care is well managed and very effective for all children. This ensures children's learning and developmental needs are very well met. Children are ready and prepared well for the transition to school as information is shared effectively through regular meetings and visits.

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

Children are safeguarded competently and are cared for by staff that have been appropriately vetted to ensure their suitability. They are fully aware of their responsibility in protecting the children within their care and have clear policies and procedures in place to support them. Effective risk assessments for all areas are completed and include the outdoor play area to ensure potential risks to children are minimised. All children and their families are warmly welcomed and valued. The setting fully understands their responsibility to work with parents and other agencies to meet the needs of all children. Practitioners attend relevant training to enhance their skills and help and support those who speak English as an additional language.

Planning and assessment are monitored to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are regularly monitored to certify a wide range of experiences are available to enhance all children's learning. Extensive and positive partnerships with parents and other appropriate professionals enable parents to play a full and active role in their child's learning. The pre-school has clear development plans in place and is committed to continuously improving the service and provision they provide. For example, patio doors into an adjoining quadrangle have been added to further enhance outdoor play space and opportunities. Parent, children's and staff's views and opinions are gained and much valued. This ensures everyone feels included in further developing the pre-school to meet everyone's needs. These are then used and taken into account within the good self-evaluation procedures in place.

The ongoing appraisal and regular supervision procedures ensure staff highlight any concerns, recognise any special achievements and identify future training needs. They can therefore continue to support their future professional development to further enhance the good care and education they provide.

### **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>	EY458321
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	906419
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Jst 4 Kidz & Totz Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01482836000

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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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