

# Kidorable Pre School And Childcare Services

Courtauld Road, Braintree, Essex, CM7 9BG

<b>Inspection date</b>	30/08/2013
Previous inspection date	08/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy moving freely around the premises. They make good use of the exciting outdoor area, which provides good opportunities for them to explore all seven areas of learning.
- Children enjoy going for walks in the local area, enabling them to explore the geography of the local environment and to meet new people.
- Parents form a good relationship with the management team and practitioners, which enables them to share information about their children's needs effectively.

### It is not yet good because

- Children's health is not consistently promoted as practitioners occasionally use a communal towel in the children's toilets for hand drying and younger babies hands are not always cleaned prior to eating snacks and meals.
- Effective planning, which is tailored to meet each child's needs is not implemented consistently, for example, practitioners do not follow their planning systems during the six week summer holiday.
- Opportunities for children to develop independence skills during snack and mealtimes are limited, as they are provided with few opportunities to participate in the preparation or serving of food.

## 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 all of the playrooms and the garden.
- The inspector held discussions with the manager, deputy, practitioners, parents and children at appropriate times throughout the inspection.  
  
The inspector looked at a range of records including children's details, information about children's learning and development, information about the clearance checks carried out for practitioners, proof of practitioner's qualifications, written risk assessments, written policies and procedures, accident logs, medication logs and a selection of other relevant documents.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Lynn Hughes

## **Full Report**

### **Information about the setting**

The Kidorable Pre School and Childcare Services was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Braintree area of Essex, and is managed by a private company. The pre-school and nursery serves the local area and is accessible to all children. It operates from two large rooms and there is an enclosed area available for outdoor play.

The pre-school and nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above

The pre-school and nursery opens Monday to Friday all year round from 7am until 6pm. Children attend for a variety of sessions. There are currently 78 children attending who are in the early years age group. The pre-school and nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- promote the good health of children by preventing the spread of infection. For example, by not using communal hand towels for drying children's hands and by ensuring younger babies hands are cleaned prior to eating
- ensure each area of learning and development is consistently implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities so that children continuously make best progress.

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

- extend opportunities for children to develop independence skills, for example, by participating in the preparation of and serving of snacks and meals.

## Inspection judgements

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

Practitioners demonstrate suitable knowledge of how children learn and the seven areas of learning. They provide an exciting range of continuous provision, which enables children to explore all seven areas of learning throughout their pre-school and nursery day. However, planning for children's next steps is not consistently implemented throughout the year to ensure they make best progress. Children are actively engaged in free play and enjoy guiding their own learning. For example, a steering wheel used for a computer game, becomes the front of a bus, taking children and their dolls to the park. Children boarding the bus make sure that it is a 'pushchair-friendly' one and chat excitedly to the driver about where they are going.

Babies' vocabulary and language skills are promoted by practitioners responding to their coos and babbles and encouraging them to enter into conversations. They introduce new words and repeat the sounds the babies make. Older children are encouraged to speak in small and large groups, as practitioners ask them clear questions to extend their thinking. A comfortable book corner encourages children to develop a love of books and to enjoy listening to and reading stories. Children are beginning to write recognisable letters as they practise writing their names. They draw very proficient pictures of themselves, which are used as labels for their coat pegs.

The pre-school and nursery garden proves a great success, providing children with excellent opportunities to engage in fun and exciting play. The well-equipped construction area enables children in their hard hats and hi-visibility jackets to plan a range of building works. They transport the sand and water from other vessels in the garden to the cement mixer, mix their cement and then carefully construct a wall from the foam bricks, remembering to place a good amount of cement mixture between each brick to hold it in place. Practitioners support this play well, using appropriate language to extend the children's thinking and to stretch their imagination.

Babies enjoy exploring a selection of natural materials and household objects, when they empty the contents of a treasure basket. They hold the natural balls in their hand and practise throwing them to the practitioners, who encourage this play with words, such as catch, throw and drop.

The pre-school and nursery operates an out of school and holidays scheme. Older children enjoy making use of the exciting age appropriate resources, such as an air hockey table, a snooker table and various television games. They have fun making clay models of the owners, which causes great laughter and merriment.

Practitioners observe children's play and learning and use their observations to record their progress and achievements. A clear assessment system has recently been introduced, which provides opportunities for practitioners to send a clear summative assessment report home to parents on a termly basis. Parents are encouraged to participate in identifying children's next steps in learning by sharing relevant information

about progress they are making at home. Children's developmental records show that all children attending the pre-school and nursery are making appropriate progress, including those children who speak English as an additional language and those who have special educational needs and/or disabilities. Everyday routines help to prepare older children for school readiness, for example, they learn to sit quietly and listen at appropriate times during the day and they practise dressing and undressing when they access the role play resources.

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

Children settle well at the pre-school and nursery as practitioners follow the setting's settling-in procedures. Parents play an active role in determining when their children are ready to begin their nursery life and have the option to stay with them for as many settling-in sessions as they wish. The setting has a key person system in place, ensuring that each child has a special person to relate to. Children who are finding it difficult to fully settle are appropriately comforted by whichever practitioner the child takes to that day. Children are confident and behave in ways, which show that they feel safe and secure in the pre-school and nursery environment. Children understand the setting's boundaries and rules, as practitioners remind them, for example, they are reminded to walk carefully up and down the slope, which leads to the garden area.

Children play and learn in a welcoming environment, which comprises of two large playrooms and a baby unit. Toys and play equipment is presented at children's height to provide opportunities for children to develop independence and to guide their own play and learning. The garden is very well-equipped and provides children with exciting learning opportunities. Children are able to make choices as to whether they play indoors or outdoors. The local environment is effectively used, to provide children with regular walks, areas to explore nature and opportunities to experience local community activities, such as, going to the shops and posting letters.

Children enjoy a range of meals and snacks during their pre-school and nursery day. The meals are generally nutritious and provide children with healthy options. At present there are limited opportunities for children to develop essential independence skills during snack and mealtimes. For example, they do not participate in the preparation of snacks and do not help to serve their own meals or pour their own drinks. Systems within the nursery for keeping children healthy and reducing the spread of infection are not robust. For example, younger babies' hands are not always cleaned prior to touching food and a communal hand towel is sometimes used in the children's toilets, when the setting has run out of paper towels. Children have good opportunities to experience fresh air and exercise in the pre-school and nursery garden and also when they make use of the large field behind the setting's building.

Practitioners carefully support children through their transitions, for example, they prepare toddlers for their move into the 'big room' by visiting the larger room with them a number of times. The key person helps children to settle in their new surroundings for the first few weeks they leave the baby room.

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

The pre-school and nursery is privately owned and has been operating in the current premises for two years. The owner works on site as a full time manager, assisted by her husband, who maintains the premises and organises shopping and deliveries. Her daughter is the setting's named deputy. It is a family run business and promotes itself as a 'home from home' experience for children. This inspection was generated following a complaint received by Ofsted, which was dealt with by Ofsted in April 2013. Three actions were set following the complaint investigation, regarding, carrying out appropriate suitability checks for new staff, implementing effective safeguarding procedures and keeping all records relating to children on site and accessible. The actions have been addressed and were being adhered to at the time of the inspection.

The manager has recently introduced systems to enable her to monitor and review the provision, especially with regards to the educational programme. She checks the weekly planning to ensure that it covers all seven areas of learning and is tailored to meet individual children's needs. The setting has a system in place whereby they do not continue the planning, which is implemented throughout the rest of the year, during school holidays. They provide continuous provision, which covers all seven areas of learning, however, they do not plan any focussed activities based on children's next steps in learning. This system is in line with the nursery education funding. It was brought to the management team's attention that the Statutory framework for the Early Years Foundation Stage should be offered continuously in order to effectively plan for children's learning. The management team agreed to review this and address this in future. Some monitoring of children's progress is beginning to be put in place by the manager. She plans to review every child's development records on a regular basis and to provide practitioners with feedback on the effectiveness of their observations and identification of children's next steps in learning.

Children are appropriately protected from harm as practitioners demonstrate knowledge about how to safeguard the children in their care. The team of practitioners and management have recently updated their safeguarding knowledge through appropriate training courses. All adults working with children are vetted and proof of their suitability checks are available on site. Clear risk assessment procedures, ensure that children play and learn in a safe and secure environment. Practitioners check the premises for safety each morning and record their findings.

The manager has recently implemented systems to enable her to effectively supervise and appraise practitioners. She uses methods of observation to monitor the quality of teaching and gives feedback to individual practitioners during regular supervision meetings. The team are beginning to use reflective practice to enable them to identify their strengths and weaknesses. A self-evaluation process is now in place, providing a good opportunity for the management team, practitioners and parents to influence changes and improvements.

The pre-school and nursery has a very good relationship with parents. They provide clear written information about the setting and how it operates. A procedure to translate some

of the information about the provision into other languages, such as Polish, is being introduced and has been used effectively on the setting's web-site. Parents spoken to at the time of the inspection speak very confidently about the way their children have settled and how they are developing. They feel that one of the key strengths of the pre-school and nursery is its friendly approach and the support the practitioners and managers show the whole family. The pre-school and nursery works well with other agencies and professionals. There are some links in place with other early years setting, although there are currently no children attending more than one provision. The manager has a good working relationship with local primary schools, which helps to create smooth transition arrangements for children transferring from nursery to school life.

### **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>	EY439295
<b>Local authority</b>	Essex
<b>Inspection number</b>	923878
<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>	49
<b>Number of children on roll</b>	123
<b>Name of provider</b>	Christine Margaret Rogers
<b>Date of previous inspection</b>	08/03/2013
<b>Telephone number</b>	01376553077

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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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