

Kids Like Us Ltd

Holbrook Primary School, Holbrook School Lane, HORSHAM, West Sussex, RH12 5PP

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| Inspection date | 17/09/2013 |
| Previous inspection date | 13/12/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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

- Children are provided with a good range of activities, resources and experiences that inspire them during their play.
- Children are happy and animated in their play due to the friendly, welcoming environment and the positive and caring approach of staff.
- Staff establish good communication with parents and the school where the provision is located to complement and extend children's learning.
- All children make good progress in relation to their developmental starting points, including children with special educational needs and/or disabilities.

It is not yet outstanding because

- Staff do not always notice when some less confident children do not communicate or interact with others, which reduces the opportunities for them to extend their listening and talking skills.

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 main hall and outside play areas.
- The inspector completed a joint observation with the manager of the provision.
- The inspector spoke with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the providers' self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Kids Like Us Ltd is one of three provisions run by the same company and registered in 2010. It operates from Holbrook Primary School in Horsham, West Sussex and provides care in a mobile classroom cabin, studio, main hall and food tech room. There are several areas within the school grounds available for outdoor play. The provision provides a breakfast club each weekday from 7.45am to 8.40am and an after school club each weekday from 3pm to 6pm. It also operates a holiday play scheme each weekday for two weeks in the summer and Easter holidays from 8am to 6pm. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 50 children on roll under eight years, and of these, 10 are in the early years age group. The provision employs 13 staff. Of these, eight hold appropriate childcare qualifications. One member of staff is working towards an early years qualification. Staff are available to work according to the number of children present. The provision supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen observation and interaction with children who are less confident communicators to extend their listening and talking skills.

Inspection judgements

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

Staff plan a wide range of exciting activities and experiences that provide children with variety, challenge and inspire them during their play. They incorporate all aspects of learning into activities, which complements children's learning in school. Children are animated and motivated during their play. They often initiate activities using their own ideas. For example as together with their friends they use play figures for imaginative play. Staff know when to intervene and when to leave children alone to enable them to make their own decisions about what they do. Consequently, children show confidence as they decide what they want to do and how they will do it. Children's learning is extended as staff help them play card games involving number and bring books to life by planning linked craft and cooking activities, for example, about a tiger. Staff encourage children to play outdoors. They set up activities under a large covered area, which provides them with shade in hot weather. Staff read stories as children eat snacks under a tree on the school field. They introduce skipping and snakes and ladders games that promote children's coordination and organise computer game tournaments and treasure hunts in the school's

memory garden. Photographs of activities show that children learn about why things happen as they conduct experiments and combine ingredients to make rockets. Children make dens using blankets, take part in treasure hunts for a pirate's week and create related songs. The supervisor responsible for coordinating activity planning uses her extensive early years expertise to work closely with the qualified staff team, to observe and assess children's development. Consequently, children make good progress, including those children with special educational needs and/or disabilities. Staff complete accurate assessments of children's developmental progress when they start at the club and on an ongoing basis. They actively involve parents and the school in identifying and monitoring children's progress, which means there is a unified approach to helping children be ready for the next stage in their learning.

Staff and children form positive relationships. This can be seen as children proudly show staff what they make, for example, drawings on which they have written their name. Staff and children often have group hugs, which helps children feel secure and part of the provision. Staff respond with interest to what children say and do and ask questions that encourage children to use their imagination during conversation. For example, when children show them things they make with modeling dough, such as 'poisonous burgers'. Most children are confident communicators who are keen to engage in conversation with staff during activities. They talk about their holidays and grass snakes they have seen and share information with others about the activities they enjoy, such as 'on the field'. However, staff do not always notice when some children who are less confident do not talk with others during their play. This reduces the opportunities to extend all children's listening and talking skills. Children show interest in how things work as they learn how to use a child safe camera and computer games. They do pond dipping and find bugs in an area off the field, send up helium balloons with messages to family members who have passed away and play with water and ice.

Staff encourage children to play outdoors throughout each session, depending on the weather. Consequently, they enjoy regularly using a wooden obstacle course and develop their physical abilities as they play games of rounders, basketball, cricket, football and French skipping. Staff put children in teams of mixed ability, which provides all children with the chance to win and feel good about themselves. Children develop their design skills as they construct boats from large bricks, make creations from beads and take part in sculpture competitions. Staff plan a good range of activities that promote their expressive arts and design skills. For example marble painting and creating pictures of their faces using collage resources for a 'getting to know you' display board. Children write their name using paint and often play imaginatively in the 'Kids Like Us' restaurant. They make puppets which they use for shows, re-create scenes from countries such as Venice and make pizzas under the guidance of an external pizza company for 'Italian week'.

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

Children are happy to be at the provision. Staff are sensitive to children's individual needs, having a caring approach and allow children to play without control as long as it remains within safe limits. Consequently, children are motivated and independent in their play.

Staff work closely with parents to make sure new children feel at ease and welcome in the provision. A 'buddy system' between older and younger children helps new children settle and feel secure. Staff ask older children to remember and talk about the rules of the provision during snack time discussions, which helps younger children know what is expected. Consequently, all children behave well and quickly cooperate, for example, when asked to be quiet while the attendance register is completed. Staff encourage children to sit down at snack time. This provides them with a structure to the session as well as good opportunities to talk to others as part of a large group.

Children's good health is well promoted. They are provided with healthy snacks that always include a variety of fresh fruit. Water is always accessible in jugs. Children are competent at managing their own care needs. Staff are well organised and make good use of the available space to promote children's independence in their play. The staff work well as a team to ensure all areas are well supervised as children move freely between the main play rooms, craft room and adjacent outdoor playground. There is a good range of age appropriate indoor and outdoor resources that children use with enthusiasm.

Children have a good understanding of their own safety. For example, they know not to go beyond areas of the playground that are sectioned off with cones and learn to use play equipment safely. Children are fully included in activities. Staff initiate fundraising projects that help children understand the world and the needs of others. For example, they support a charity that provides funding for villages in Africa to build schools and develop water supplies. Staff plan events that include parents and children, such as barbeques, cake sales, tombolas and hog roasts.

Children have access to a good range of resources that help promote their awareness of difference, such as books, memory games and imaginative resources. Staff plan activities related to different cultural festivals, such as Diwali. They talk with children about different cultures and religions. The provision has established positive communication with the school in which it is located. This means that children move smoothly between school and the out of school provision and feel secure.

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

The provision uses good recruitment and induction procedures that include appropriate checks, to ensure staff are suitable to work with children. Staff take appropriate action to safeguard children's welfare. They record information about any minor injuries that children sustain in school and make sure parents are fully informed to help safeguard their welfare. Staff complete child protection training that helps them to safeguard and promote children's well-being. The manager regularly reviews staff's understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. This takes place during staff meetings every half term and supervisors' meetings every two weeks. Staff are vigilant about checking they know the adults who collect children from the provision and take action when needed to keep children safe. The provision has recently revised and improved their procedures to ensure that children's

exposure to the sun continues to be closely observed and monitored. They now have systems in place to record times that sun cream is applied. Consequently, there are more robust procedures in place to enhance the existing good practice in place for maintaining children's safety in hot weather. Children are well supervised at all times both indoors and outdoors.

The registered persons fully support staff's professional development. For example, since the last inspection, two staff have obtained early years qualifications at level 3, one member of staff has completed a playwork qualification at level 3, and one member of staff is working towards an early years qualification at level 2. The registered persons complete annual appraisals for all staff, which encourages them to evaluate their practice and identify their training needs to help to drive improvement in the quality of the provision. The registered persons for the provision work closely with staff to monitor and revise activities. They can clearly identify how activity planning has significantly improved since the last inspection and how it has become more focused on activities related to children in the early years.

Staff work closely with the school to track children's progress and agree targets for their development. Consequently, children's individual needs are well met. The provision is taking part in a local authority quality improvement programme. They use this process to link with quality improvement criteria to identify aims for continuous improvement, which are shared with staff at team meetings. For example, there are plans in place to strengthen links between observation and planning and seek more frequent information from parents about the quality of the provision. The manager and staff review the strengths and weaknesses of the provision at the end of each session and during supervisors' meetings. This enables staff to be clear about future aims, for example, with helping new children settle, as well as new recording procedures to show when sun cream has been applied to children in hot weather. Recommendations made at the last inspection have been met. Staff have obtained more books and now regularly read stories to children to support their literacy skills. They liaise closely with the school and parents to ensure information about children's learning and development is shared. The thriving provision is well supported by parents who value the good partnership between the provision and the school, as well as the option for children to attend both the breakfast and after school clubs. Their comments made during the inspection show they are happy with the provision. For example, they say 'what I like is that the staff put the children first, my children love coming and without the club I wouldn't be able to work' and 'there are lots of good activities, my children enjoy the club, staff are caring and the facilities are good'.

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

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| Unique reference number | EY412308 |
| Local authority | West Sussex |
| Inspection number | 931887 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 8 |
| Total number of places | 48 |
| Number of children on roll | 50 |
| Name of provider | Kids Like Us Limited |
| Date of previous inspection | 13/12/2010 |
| Telephone number | 07903 830 969 |

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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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