

Kingsway Childcare

Kingsway Children's Centre, Fountayne Street, GOOLE, East Yorkshire, DN14 5HQ

Inspection date

14/10/2013

Previous inspection date

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

- Children's development in communication, language and literacy is supported very well, through conversation and opportunities to join in with songs and listen to stories throughout the day. This means, children become confident communicators and develop a love of reading from an early age.
- Staff implement very effective key person arrangements, which provide children with good individual support. Consequently, children form secure attachments with their carers, which promote their sense of well-being and security in the setting very well.
- Staff are very approachable, which means parents are confident in sharing information with them. As a result, children's individual care and learning needs are known, fully understood and met, which means they soon settle and become confident in their environment.
- Staff give excellent attention to safeguarding and protecting children. They have an in depth knowledge of their roles and responsibilities in this area, which means they can respond promptly to any concerns and keep children safe.

It is not yet outstanding because

- There is scope to develop the opportunities for children to strengthen their understanding of the world and their acceptance of differences between people.
- The rich opportunities for children to use a wide range of resources to support their imaginative play are not fully extended to the outdoor play area.

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.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the play room, the outdoor area.
- The inspector observed a small group of children undertaking an observational walk with two members of staff in the school grounds.
- The inspector met with the manager, a representative from the local authority and the children's centre manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a sample of children's learning records, planning documents and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector undertook a joint observation with the manager of a group of children involved in a painting activity.

Inspector

Diane Turner

Full Report

Information about the setting

Kingsway Childcare was registered in 2013 on the Early Years Register. It is sited within Kingsway Children's Centre in Goole in East Yorkshire and is managed by the local authority. It operates from one room and there are several enclosed areas available for outdoor play.

The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 6. The setting serves the local area and is accessible to all children. It operates Monday, Tuesday, Wednesday and Friday from 8.30am to 4pm and Thursday from 9am to 1pm, during term time only. Children attend for a variety of sessions and there are currently 38 attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a 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 further improve the quality of the early years provision the provider should:

- enhance the opportunities for children to learn about diversity, for example, by providing resources, such as posters and photographs that represent diverse backgrounds
- increase the opportunities for children to use a wide range of resources to support their imaginative play in the outdoor play area.

Inspection judgements

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

Staff have a good understanding of how children learn and provide rich and varied activities that arouse their interest and engage them fully. They plan precisely for children's next steps, which means children continually gain new knowledge and make good progress towards the early learning goals, given their age, ability and starting points. This means children are well-prepared for the transition to school when the time comes. For example, two members of staff take a group of children on an observational walk. The focus of this is to encourage one child to look for shapes in the environment, while for other children it is to support their grasp of following rules and boundaries and for them to become confident in exploring a wider environment. Staff provide children with a sheet of

possible items they may see on their walk, to help them focus their attention. They remind them to stay in the group and not go too far ahead as they may get lost. This effectively reinforces boundaries for children. During the activity staff actively encourage children to develop a global awareness of their surroundings as they point out tomatoes in a greenhouse and the shapes of doors and windows in buildings they pass. This inspires children to look carefully around them and one child delights in spotting a cone on the grass. The child is encouraged by a member of staff to see if she can match this to any of the objects on the printed sheet and she confidently does so. The member of staff asks the child if she can remember what shape the cone is. The child is given time to think about the answer and she confidently replies with 'It's a triangle'. The member of staff acknowledges the child's correct answer with lots of praise and reinforces her learning by showing her the shape has three sides. Consequently, the child is supported well in developing her understanding of mathematical concepts in a fun way.

Staff respond positively to children's changing interests during the sessions, which enable them to take ownership of their learning. For instance, a member of staff provides large sheets of paper on the floor and pots of paints for some children who want to make marks. Children become engaged in the activity and this encourages others to join in. The member of staff gives children time to explore the paint and use brushes on their own offering support to extend their learning when appropriate. For example, she models how to paint her hand and press this on the paper to make a print and children then follow her lead. The member of staff encourages a child who is not keen on getting his hands dirty to use a toy dinosaur to dip in the paint and make prints on the paper. This enables the child to be involved in the activity in a way that he is comfortable with. Staff makes good use of resources indoors to support children's imaginative play. They provide a 'home corner' so children can pretend to make meals, which helps them to develop valuable life skills. Staff regularly change the 'stage' area to reflect children's interests and to support them in coping with real life experiences. For instance, they provide a 'hair salon' so children can use items, such as brushes and combs and talk about having a haircut, so they are less fearful of the real process. However, these rich opportunities for children to play imaginatively are not fully extended to the outdoor area, to ensure those children who spend long periods of time outdoors are supported fully to develop their skills in this area.

Staff pay good attention to supporting children's communication, language and literacy skills. They engage them in conversation as they play and read stories with expression which means children develop good listening skills. Staff provide lots of opportunities for children to learn rhymes, so they build up their vocabulary through repetition. For example, they skilfully use props, such as a 'sound bag', which contains items that relate to different rhymes. Children wait in anticipation to see what will appear, which means they are not easily distracted. They confidently link a toy cow to the rhyme 'Old McDonald had a farm' and join in the singing of this with gusto. This shows children make clear connections in their learning. Staff keep parents fully informed of their child's progress in the setting, through the sharing of their development records and conversations at the end of the day. Children are also encouraged to tell their parents what activities they have been involved in. For instance, one child delights in describing the observational walk she has been on. This empowers the child and also enables staff to go on and discuss what the child achieved from the activity. Parents are supported well in furthering their children's learning at home. For instance, they are able to borrow story sacks to share.

Children also take turns to take the nursery teddy bear home and parents help them to take photographs and record the bear's time with the family in a diary.

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

Children's transition into the setting are managed very effectively. For example, staff gather written information from parents about children's individual needs and parents can stay with their child for as long as they want during the session in the early days. This means children gradually become familiar with their new environment at their own pace. Staff photographs and the key person list are displayed and a home visit is made by key persons if parents feel this is beneficial in fostering their child's sense of security and confidence during the settling-in process. Consequently, trusting relationships are fostered between staff and families. Links with the school where the setting is sited are good. Children who stay for lunch and then attend the school nursery are taken there by a member of staff from the setting. This provides good opportunities to discuss children's learning and development across both settings and enables staff at both settings to work cohesively to support this. Teachers from the feeder schools also visit the setting to get to know children in a familiar environment before they move into their care. This means children are supported well to manage significant changes in their lives.

Children learn to behave well because staff are positive role models for them to follow and provide encouragement and praise to acknowledge children's efforts and achievements. Staff provide secure routines and boundaries so children know what is expected of them and actively encourage children to develop their independence. For instance, when staff ring a bell, children know it is time to tidy away the toys, which they do so with little prompting. Staff provide small jugs at meal times so children can pour their own drinks and provide safe knives so they can spread butter on their crackers. This raises children's confidence in their own abilities and enables them to make a positive contribution to the setting. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported well through close partnership working with parents, outside agencies and staff at the children's centre where the setting is sited. Some words are displayed in Polish to support children who speak this language. However, opportunities for all children to readily observe positive images of today's diverse society are not fully promoted, to fully support them in developing an early awareness of the similarities and differences between themselves and others.

Staff effectively promote children's good health and self-care. Children experience fresh air and exercise each day through ongoing access to the outdoor area where they engage in physical exercise and learn about nature through first-hand experiences. For instance, magnifying glasses and printed sheets showing various insects are readily available. Children delight in using these as they search for creatures, such as spiders and worms in various places. Staff make good use of the school grounds to take children on walks and provide opportunities for them to experience eating their snack outdoors, sitting on logs in a willow shelter. This enables children to develop confidence in exploring the environment outside the setting. Both children and staff enjoy being outdoors and are not fazed by changes in the weather. For instance, when it rains they put their hood up on their coats and carry on with their activities. This means children experience different climates and

learn to understand that outdoor play is not just an activity for fair weather. This means they benefit fully from fresh air. Staff support children well in learning about personal safety. For example, when children create a 'spider's web' using string across the climbing frame staff acknowledge this achievement, but are quick to minimise the potential risk. They remind children to be careful and bow down as they go under the 'web', so they do not get their neck caught. This enables children to take measured risks in their play.

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

There is strong leadership and management of the setting. Clear designated roles are in place, which strengthens the organisation and implementation of the Early Years Foundation Stage. The ethos of providing a high quality service is supported by all staff. This means there is a strong drive for improvement. The educational programmes are stringently monitored to ensure all children are supported very well in their progression towards the early learning goals. This includes ensuring early intervention where children are identified as having special educational needs and/or disabilities and may need support from external professionals. Self-evaluation is effective and inclusive. For example, the views of staff are gathered at weekly team meetings, parent's complete questionnaires and children's views are displayed on the 'child's voice' board. These show children like playing with cars, singing and snack time. Clear plans are in place for future development to move the service forward. The performance management of staff is fully effective. For instance, appraisals enable them to reflect on their performance and set targets for their personal development, including identifying any additional training. This enhances staffs' practice and improves the outcomes for children's care and learning.

The arrangements for safeguarding children are excellent. Those responsible for the recruitment, vetting and induction of staff implement policies relating to these areas stringently. This ensures children are cared for by staff who have a very good understanding of their roles and responsibilities. All staff receive an array of child protection training, which ensures they can respond promptly to any concerns about a child's welfare. There are very strong links with other agencies and the children's centre, which means that all those involved with families work cohesively to promote children's welfare. Staff describe the protection of children as being of paramount importance. They are vigilant in undertaking daily safety checks to identify and minimise hazards, to prevent accidents. The premises are fully secure, which means there is no unauthorised access to children.

Partnerships with parents are good. They are provided with good information about the setting and are made to feel very welcome on arrival and collection. Daily discussion is open and honest and means parents have a true picture of their child's time in the setting. A communication diary has recently been introduced for each child, which key persons use to inform parents of what aspects of learning they are concentrating on with their child. Some parents are beginning to use these to share their children's learning at home with staff, which means they are able to build up a full picture of children's learning both in and outside the setting. Parents and carers express very positive comments about the setting.

For example, they describe staff as very approachable and friendly and that they have a good relationship with their child's key person.

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

Unique reference number	EY460542
Local authority	East Riding of Yorkshire
Inspection number	915735
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	38
Name of provider	East Riding of Yorkshire Council
Date of previous inspection	not applicable
Telephone number	01405 761292

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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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