

Inspection date

Previous inspection date

20/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- Children are well-behaved and understand how to play cooperatively with their friends. This builds their skills for the future.
- Staff are attentive to children's individual needs, and children benefit from their warm and affectionate care.
- The manager shows a strong commitment to improvement and works with staff and parents to make sure that they are involved in decision making.

It is not yet good because

- Safeguarding policies lack important detail regarding procedures which undermines the staff's sound knowledge and understanding.
- The outdoor play area lacks the equipment and resources to support the whole curriculum. This affects those children who are active learners.
- Children lack independence in art and craft activities, and in accessing materials to support their early writing.

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 children at play indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector looked at parent questionnaires and other documentation.
- The inspector discussed safeguarding and evaluation with the manager.

Inspector

Susan McCourt

Full report

Information about the setting

Kids Club 2001 Nursery forms part of the Kids Club 2001 limited company. It opened in 2013 and operates from a residential house in Shepperton, Surrey. The nursery has access to two main play areas, based on the ground floor. Children can use a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are nine children on roll, all of whom are in the early years age range. The setting receives funding for the provision of free early education to children aged two, three and four years old. The nursery supports children with special educational needs and/or disability and also supports a number of children with English as an additional language. All staff hold early years qualifications.

What the setting needs to do to improve further

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

- ensure the safeguarding policy is in line with guidance and procedures of the relevant Local Safeguarding Children Board.

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

- improve the range of equipment and resources in the outdoor play area to support the whole curriculum, all year round
- improve children's independence during art and craft activities by giving children easy access to mark making materials and different media.

Inspection judgements

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

Staff have a sound understanding of how to meet the learning and development requirements. They demonstrate a suitable working knowledge of the Early Years Foundation Stage and plan a range of activities to cover the whole curriculum. Staff know individual children well and make sure that activities suit children's interests. Staff have created a routine which includes adult-led activities and child-initiated play. As a result, children are making sound progress in their learning, given their starting points and capabilities.

Staff have appropriate teaching skills. They talk with children as they play, asking questions and talking about what the children are doing. This helps children to practise new words and consolidate their understanding of other words. For example, children name the colour of paint they want to use, and what animals they painted last time. Staff are attentive to what children say which builds children's confidence in self-expression. Staff encourage children to sing familiar songs and involve them in making simple choices, such as naming the animals on 'Old Macdonald's Farm'. Children have fun singing and enjoy joining in. Children benefit from outdoor play all year round. They choose from a range of ride-on toys and organise simple races. Staff are skilled at adding interest to outdoor activities by drawing children's attention to natural features such as ice and water, or having bubbles outside. However, the garden is sparsely equipped, so children cannot experience the whole curriculum outdoors. This means that children who are active learners are somewhat restricted in their learning. Staff plan a range of messy and sensory play experiences for children every day. These include dough, cooked and raw pasta, water and sand. Staff make sure that each child can join in whatever their age, so that older children can, for example, paint masks, while younger children explore the paint by touching and squeezing it. However, these activities are somewhat restricted by adults directing what children do. For example, staff tell children they can only make one mask, tell children what colours to use and restrict how babies use the paintbrush. This reduces children's opportunities to follow their own ideas and explore the sensory aspects of messy play.

Staff work with parents to gather information about the child's interests and starting points in order to provide suitable activities for them when they arrive. Staff make observations of children's achievements and save samples of their work for the learning journals. Once a term, staff make a summary assessment of the child's progress in all areas of the curriculum and devise their next steps. Staff share this information with parents to keep them informed of the child's learning. Staff also track children's learning against their expected levels of development. They use this information to assess children's progress and identify any achievement gaps for individual children. Staff then use this information to help plan the curriculum. This helps children to make steady progress in their learning. Staff are aware of how to carry out the progress check for children at age two.

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

Staff and children work together in a family group, so all staff know children's individual personalities and care routines. Staff are very attentive to children's needs, making sure that babies have their nap at the right time and are comforted in familiar ways. This helps children to be well settled and secure, and to confidently separate from their parents. Children see their art work on the walls and have their own belongings near at hand, which gives them a sense of belonging. Staff have created a suitable learning environment indoors with most of the toys and play equipment stored at child height. Adults provide the other resources, such as fetching the paint and other art equipment. Children are unable to reach this equipment themselves which restricts their opportunities for free play. Children have space to explore indoors and out. The staff engage children in a range of

outings to local amenities such as the duck pond, which means children benefit from a suitable variety of activities.

Children learn appropriate ways of having a healthy lifestyle. They eat a generally balanced diet with fruit, vegetables or salad as part of each meal and snack. Food is prepared fresh each day on the premises. Children have easy access to their water bottles as they play, so they do not go thirsty. Children follow suitable hygiene routines, established by staff. For example, children know they must wash their hands before they eat. Staff follow a suitable hygiene routine for nappy changing which helps to minimise the risk of cross infection. Children enjoy playing in the fresh air and can explore their strength and skills using ride-on toys. Children stretch up to shake water off a tree and squat down to examine leaves and plants. This range of movement supports their physical development. Children use small objects such as paint brushes, chalks and rolling pins to build their small muscles and early writing skills. Children learn how to manage their safety because staff explain why they need to walk carefully on a wet surface, or be careful not to bump their car into a wall.

Children are well-behaved. They are engaged in purposeful play and understand how to share and take turns. Children show thoughtfulness when they pick up a water bottle for their friend which has fallen from the table. Children form friendships with the other children and enjoy playing together. Children respond quickly to adult's suggestions and support and know what is expected of them. This means that, overall, children are developing appropriate skills for the next stage of their learning.

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

The manager has a sound understanding of how to meet the safeguarding and welfare requirements. She has completed her training to be the designated child protection person for the nursery and knows what action to take should there be a concern about the welfare of a child. All staff undergo suitability checks as part of the thorough recruitment process. Staff know how to report concerns and understand that the welfare of the child is paramount. The safeguarding policy and procedures do not reflect this depth of understanding in two areas, which is a breach of the safeguarding requirements. However, as staff know what to do, the breach has little impact on children. All staff are trained in paediatric first aid and know what to do in the event of an emergency. They practise evacuating the building and conduct suitable risk assessments. Medication, accident and other records are well-organised, which underpins children's well-being.

The manager evaluates the practice in the nursery and has accurately identified the strengths and areas for improvement. She consults with staff and parents to gather their views, and shows a strong interest in new ideas which enhance and improve the planning, assessment and activities for children. For example, she works with new staff to incorporate their methods of carrying out observations of children. Parents who request a different approach are happily accommodated, with the manager organising a 'stay and play' session for a parent. This means that families and staff help to set the plans for

improvement, adding to the manager's goals for the nursery, and bringing about improvements for the children. The manager works alongside staff in all aspects of nursery life, so she has a sound understanding of their skills. The manager meets with staff to share good practice and has plans in place to carry out regular appraisals when the nursery is more established.

Parents receive daily verbal and written information about their child's day. The care diaries also give parents an opportunity to share activities they have done at home and achievements their child has made. This helps to build a strong partnership and supports children's consistent care. Parents appreciate the quality of care their children receive, describing the manager as calm and professional. They are very positive about the activities on offer and know they can be confident that the children are enjoying attending the nursery. The manager demonstrates a sound understanding of the importance of working with other day care settings or professionals who children may be involved with. She understands that this underpins their consistent care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460380
Local authority	Surrey
Inspection number	913106
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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