

# Kidsworld

482 East Prescott Road, Liverpool, Merseyside, L14 2EH

<b>Inspection date</b>	15/01/2014
Previous inspection date	28/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Teaching is good. All staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Robust procedures are in place for the recruitment and supervision of staff. This helps to ensure that children are kept safe.
- Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- Very good partnerships with parents and other agencies ensure that there is consistency and continuity in children's learning and care and as a result, children are well prepared for starting school.

### It is not yet outstanding because

- There is scope to enhance the outdoor play area, through the use of more natural resources, to provide further learning opportunities, especially for children who prefer to play outdoors.
- There is scope to create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.

## 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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding and recruitment of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure continued improvement.
- The inspector spoke with the nursery manager, the nursery owner, individual staff and children at appropriate times throughout the inspection and carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day and from written comments.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Kidsworld was registered in 1997 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is privately owned and situated in the Dovecot area of Liverpool. The nursery serves the local area and has strong links with local schools. The nursery is accessible to all children and there is a large enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round with the exception of public holidays. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions. The nursery provides funded early years education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications. One member of staff holds Early Years Professional Status. The nursery receives support from the local authority.

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

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

- enhance the outdoor play area, through the use of more natural resources, to further extend learning opportunities outdoors
- create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.

## Inspection judgements

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

Teaching is good and all staff match play activities to children's individual interests. As a result, children are well motivated to learn. High quality training, such as 'Every Child a Talker' and 'Building blocks for language' has had a positive impact on children's development in the areas of learning for communication and language and personal, social and emotional development. This ensures that all children make good and sometimes rapid progress in these areas of learning and development. Furthermore, very strong links with parents, who fully contribute towards learning activities, means that children are well prepared for school and their next stage of learning.

Babies engage in varied physical experiences as they bounce, roll, squeeze and throw, using a wide range of multi-sensory resources. Staff support and encourage them to stand and walk using furniture and toys in the playroom. Older children show good control and

coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, they competently use pencils, paint brushes and construction kits and practise climbing. As a result, they develop their physical skills. Children develop their knowledge of information and communication technology and competently use technology appropriate to their stage of development. For example, babies use toys, which switch on and off and older children use computers to retrieve information. Staff join in children's play, role modelling and extending their vocabulary, appropriate to children's stage of development. This means that children are learning to develop their language and thinking skills. There is a sharp focus throughout the nursery to promote all areas of learning and development. Children develop their communication and language skills as they show an interest in familiar sounds. Staff encourage them to repeat familiar words and give opportunities for children to speak and listen in their own language, in order to participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. A range of multi-cultural resources positively promotes respect for all cultures. Currently, children are learning about the Chinese New Year celebrations and enjoy learning about the 'year of the horse' and eating Chinese food in their role play 'restaurant'. Older children read and write as appropriate for their stage of development and they particularly enjoy learning the English alphabet and the Chinese New Year calendar. Consequently, children are highly motivated to learn, which means that they consistently display the characteristics of effective learning. Staff enthusiastically plan learning, using the information gathered from parents on entry to the setting.

Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Children with special educational needs and/or disabilities receive very good levels of support from key persons who work closely with other professionals and adapt their teaching methods to help each child reach their full potential. Every child has an individual profile and a record of learning that identifies children's learning and progress. Parents' contribute to learning booklets that are sent home on a regular basis as a communication tool and staff plan activities based on information from parents and share ideas from the setting to promote learning opportunities at home. As a result, very good relationships with parents are actively contributing to children's learning and progression.

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

Staff support children to feel secure and comfortable with routines and close relationships with their key person. They fully engage in their activities and experience varied and imaginative learning opportunities, based upon the individual interests of each child. To help prepare children getting ready for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Staff plan activities based on information from parents. As a result, positive relationships are actively contributing to children's learning and progression. Children form strong emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children, through a strong key person system, ensures that all children form positive and trusting relationships. Children settle well because staff find out good information from parents

about their child before they start at the nursery, to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes, children choose from a healthy varied menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Staff act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and providing a healthy balanced diet. Children are able to manage their own self-care appropriate to their age because all staff provide good guidance and give them time to complete tasks. For example, children competently feed themselves and clear away their crockery and cutlery. However, staff occasionally do not exploit opportunities to give healthy messages to children during mealtimes. Staff role model positive communication strategies, to help children understand about acceptable behaviour. Consequently, children's behaviour is very good. This ethos is consistent throughout the nursery, resulting in rapid progress in personal, social and emotional development for all children.

Children benefit from working in small groups with their key person, which creates further opportunities for individual interests and needs to be met, in a secure, communication-friendly environment. Children benefit from their time spent outdoors and this promotes their health and well-being very effectively. However, there is scope to enhance the outdoor play area through the use of more natural resources, to provide further learning opportunities in the fresh air, especially for children who prefer to play outdoors. The garden is secure and organised to make sure children can play safely and learn to take risks, supported effectively by staff.

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

Safeguarding procedures are very robust. All staff prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensures that children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. As a result, children are fully safeguarded.

Leadership is very good and focused improvement plans are in place to secure continuous improvement. The staff team share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. They are very well motivated in their continuous professional development and are continually seeking ways to improve. Managers continue to monitor staff performance within the nursery rooms and ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children. As a result, they have a good understanding of the

requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Very good partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are very good relationships with local schools. The setting works closely with the local early years team who provide training and support, which has enabled staff to provide a range of strategies to support learning and development for all children. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how they learn. Parents are provided with a variety of opportunities to support and share information about their children's learning and development at home. Individual planning for children's development is shared with other parents and appropriate professionals, such as speech and language therapists if required. As a result, there is consistent, secure support for children with special educational needs and/or disabilities. Therefore, all children's needs are very well met.

### **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	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

<b>Unique reference number</b>	322382
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	950304
<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>	44
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Kids World
<b>Date of previous inspection</b>	28/06/2011
<b>Telephone number</b>	0151228 7788

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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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