

Kidz Stop

Scout Hut, Crambourne Road, ASHTON UNDER LYNE, OL7 9BW

Inspection date

Previous inspection date

11/02/2014

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

- Partnerships with parents is an integral part of the provision and promotes children's continuing care and development.
- The key person finds out from parents about their child's routines, likes and dislikes. This enable staff to plan familiar activities to help children develop secure attachments.
- Observations and assessments are completed and used to inform activity plans as well as to show parents the progress their children are making across all areas of learning.
- Staff have sufficient understanding of the safeguarding and welfare requirements and therefore, children play in a safe and welcoming environment.

It is not yet good because

- The quality of teaching and learning is variable, consequently the learning and development needs of children are not consistently met. On occasions, children are not given enough time to think and talk.
- Routines are not always flexible enough, children are not always given the opportunity to make decisions about their play and some activities lack sufficient challenge, which hinders children's overall learning and development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at the premises in relation to health and safety.
- The inspector observed staff's practices and their engagement with the children throughout the inspection.
- Children's activities were jointly observed and discussed with the manager in relation to teaching and learning.
- The inspector looked at the children's records of achievement, observations and assessments in addition to other relevant documentation.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.

Inspector

Cathleen Howarth

Full report

Information about the setting

Kidz Stop was registered in 2013 on the Early Years Register and on the compulsory part of the Childcare Register. It operates from a playroom with associated facilities from the Scout Hut in the Waterloo area of Ashton-under-Lyne. There is an enclosed area available for outdoor play. The pre-school is managed by a private individual and serves the local area being accessible to all children. There are three members of child care staff employed and all hold appropriate early years qualifications at level 2 to a level 4. The proprietor/manager is working towards a foundation degree in early years. In addition, there are two apprentices employed at the setting one of whom is working towards a relevant qualification at level 2.

The pre-school is open Monday to Friday from 8.30am until 4.30pm. It is closed for all bank holidays and for one week at Christmas. Currently there are 14 children attending within the early years age range. Children attend for a variety of sessions. The pre-school supports children who speak English as an additional language. The pre-school has attained a nutrition and oral health award through the National Health Service. Staff are currently working towards a quality assurance award through the local authority.

What the setting needs to do to improve further

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

- ensure staff are more consistent at delivering the educational programmes through a better mix of adult-led and child-initiated activities, in order to provide a more challenging experience for all children, which is tailored to meet their individual needs and interests.

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

- improve and strengthen the methods for reviewing and monitoring the quality of teaching, so that weaknesses in teaching are more quickly identified and action is taken to address these and to ensure any required training is sought
- ensure routines are flexible, while still orderly and ensure all staff consistently give children time to think and talk, in order to improve their learning and development at all times.

Inspection judgements

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

Parents are asked to provide information about their child's starting points when their child starts at the setting. This information is used appropriately to plan activities to support children's next steps. Parents are routinely kept informed of their children's progress towards the early learning goals. For example, through children's record of achievement, parent evenings and through the daily diary. This is used consistently well to promote children's learning at home and at the setting. For example, children practice writing their name at the setting and parents know to reinforce this at home. In the main, children are acquiring the skills, attributes and dispositions they need to be ready for school or the next stage of their learning.

All children are working comfortably within the typical range of development expected for their age taking into account their starting points; including English as an additional language. However, the quality of teaching is variable. For example, some activities are over directed by staff and children are not always able to choose whether they play inside or outside. Some activities do not provide sufficient challenge and are not always tailored to meet the individual needs and interests of children, which hinders their overall learning and development. Although, the educational programmes cover the seven areas of learning and overtime they adequately support children's development in the prime areas; sometimes outside play is less well planned for as it is not provided for consistently. Additionally, outdoor play is not always linked to children's learning in other areas, such as, seasonal changes and their growing independence. For example, not all staff encourage children to dress themselves according to the weather. However, children take pleasure in playing in the puddles, which is a fun experience as they learn about the world through their senses. Their first response to the big puddle of water is to feel the sensation of the water through their footwear as they jump up and down. Therefore, children are improving their skills of co-ordination, control, manipulation and movement. They clearly enjoy their time at the setting and they are suitably occupied most of the time. However, occasionally activities are mundane and lack a good level of challenge to extend children's learning and development at all times. For example, before lunch children sit on the mat singing nursery rhymes and action songs but not all children want to be involved. Consequently, some children are restless and occupy themselves by fidgeting. This is because teaching is not focussed on individual children's needs at all times.

There is an appropriate system in place for the children's key person to complete the progress check at age two in partnership with parents and other key people. Staff know to focus on the prime areas of learning, understanding early identification of need and early intervention is necessary to help narrow any identified gaps in children's achievement. Children's records of achievement, which include ongoing assessments are well-maintained and used to plan a suitable range of activities to extend children's learning further.

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

Staff support children's transitions well. Parents are given time to settle their children who are new to the setting. The atmosphere at the setting is calm and welcoming and children soon feel comfortable in the new situation. A secure key person approach helps children to form secure attachments with those working with them. However, on occasion, staff practice is variable and not fully tailored to meet the individual needs of children. For example, children's growing independence is sometimes hampered when staff do too much for them, such as pouring drinks and serving food. Staff generally support children to play and learn together and to develop control over their actions. Consequently, children behave appropriately for their age and stage of development. However, there are occasional lapses when some staff do not make their expectations of behaviour clear. For example, when a child ran across the room and slipped. Overall, the environment is safe, welcoming and well resourced, although staff do not always make best use of the resources to keep children fully engaged and motivated at all times.

There are ongoing opportunities to enhance and optimise children's emotional and physical health at the setting. Staff understand getting a good start in the very early years enables healthy all-round development and lays the foundations for long-term well-being. This is appropriately promoted through the provision of good nutrition, fresh air, energetic play and opportunities for children to play quietly, rest and sleep. As a result, children are learning the importance of keeping healthy as they know to wash or sanitize their hands before they eat their meals. Meal time is a social occasion when children relax and sit together around the table. They chat about what they have brought from home, describing and comparing the contents of their lunch boxes through trusting and supportive peer relationships. Most children eat finger food although staff are happy to heat food in the microwave, such as pasta dishes prepared at home. Fresh milk or water is easily accessible for children to self-select during the day. Staff also provide healthy snacks, such as carrot sticks and a selection of fresh and dried fruit. However, some practices are variable and the individual needs of children are not always met consistently well. This is because some staff use a functional approach to meal time routines, rather than an educational approach. For example, opportunities are missed for children to help prepare snack, set and tidy the table, and pour drinks. Sometimes, children are not given enough time to think and talk when they are asked relevant questions, such as 'Which plate would you like? What colour have you chosen?' However, children are clearly developing an awareness of the feelings and needs of others as well as the consequences of their actions. They use language of social interaction appropriately, such as 'please' and 'thank you' and they are learning to share and take turns.

Personal care tasks, such as nappy changing and toilet training are undertaken by staff in a caring, sensitive way and in accordance with parents' wishes. There are appropriate systems in place for staff to administer medication to children, with written parental consent in place. Accidents and existing injuries are also recorded in partnership with parents to promote children's continuing care. Overall, working practices and procedures help to protect children and this includes risk assessing the premises and resources in order to minimise the risk of accidental injury. Measures like these, with appropriate staff support, enable children to make healthy choices, feel secure and encourage behaviours

that adequately promote children's good health, well-being and promotes their understanding of risk.

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

Managers and staff share the same vision and this is appropriately demonstrated through the systems, routines and practices that are embedded in the provision. For example, there are thorough recruitment and vetting procedures in place to safeguard children and this includes systems to support staff through induction, appraisal and their personal professional development. The training and supervision of staff has a clear focus on welfare and safeguarding. As a result, the safeguarding and welfare requirements comply with the statutory requirements. Staff demonstrate a secure knowledge and understanding of child protection procedures. Other relevant policies and procedures are understood and implemented, for example, children's medication and accident records are appropriately maintained.

The quality of teaching and learning is variable. As a result, the learning and development needs of all children are not consistently planned for. The system in place to monitor, review and improve the quality of teaching and learning is less effective and does not focus strongly enough on improving teaching. However, the manager demonstrates sufficient ability to make the required improvements to improve outcomes for children. The manager has worked hard over the last five months to establish the pre-school and parents commend the manager and her team for their efforts. There are ongoing opportunities for staff training and this includes training to administer first aid, which promotes children's safety at the setting. One of the apprentices is currently working toward a qualification at level 2 in order to develop her knowledge and understanding of child development to improve skills in teaching and therefore, extend children's learning. Pre-school routines are organised to ensure every child has the opportunity to experience all aspects of play and learning. However, this is less flexible to promote children's growing independence. For example, children are not always given the opportunity to choose activities and the choice to play inside or outside.

Staff have not yet had reason to establish partnerships with other professionals. However, they clearly understand the importance of partnership working and they are appropriately qualified for their roles and responsibilities. This includes appropriate provision for children with special educational needs and/or disabilities. Self-evaluation demonstrates how staff reflect explicitly on stated goals and how they revise their work accordingly. This has been achieved independently by completing the Ofsted self-evaluation form. Additionally, staff are working towards achieving a quality assurance award with support from the local authority. These measures help to improve practice in relation to meeting the safeguarding and welfare requirements. Action plans indicate staff's intention to enhance provision for outside play, although it does not yet include improving the quality of teaching. Working in partnership with parents is embedded and the continual use of the children's daily diaries enables parents and staff to reinforce children's learning at home and at the setting. Parent questionnaires have been completed and parents use the

comment box in the foyer to inform staff of their wishes. Feedback from parents is always valued and they make favourable comments about the setting, emphasising how pleased they are with their children's care, learning and development.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY465150
Local authority	Tameside
Inspection number	935147
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	14
Name of provider	Amanda Jayne Greenwood
Date of previous inspection	not applicable
Telephone number	07804832720

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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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