

# Evolution Kids Club and Nursery

Grove Park Cp School, Hilton Drive, SITTINGBOURNE, Kent, ME10 1PT

## Inspection date

17/02/2014

Previous inspection date

08/10/2009

## 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

- Staff help the children to make good progress. Therefore, children have a lot of fun, behave well and develop good social skills.
- A good range of resources successfully promotes children's learning and enjoyment.
- Staff provide good activities and experiences which enable children to hear and speak languages other than English.
- Rigorous and accurate self-evaluation helps to identify areas for further development and promote continual improvement
- Effective and well thought out safety arrangements are in place, helping to protect children as they plan and learn.

### It is not yet outstanding because

- Parents do not always receive information about the future learning goals set for their children. This means they are not consistently involved in their child's learning.
- Staff value children's creative ideas, although children's achievements are not fully reflected in some, more adult-led, wall displays.

## **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 viewed all areas use by children.
- The inspector spoke with the manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation with the manager.
- The inspector viewed a range of documentation including children's developmental records, safety records and incident reports.

## **Inspector**

Liz Caluori

## Full report

### Information about the setting

Evolution Kids Club and Nursery registered in 2009. It is a privately owned and managed provision operating from a mobile cabin in the grounds of Grove Park Primary School in Sittingbourne, Kent. The cabin consists of two group rooms, a kitchen, toilet facilities, an office and a staff room. There is a fully enclosed outdoor play area for all children to use. Children also use the school playground before and after school and during the holidays.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision opens from 7.30am to 6pm Monday to Friday all year round. During school term time there is early years provision all day and older children attend for the breakfast and after school clubs. During the school holidays the provision is open for all children on roll. There are currently 67 children under eight years of age on roll, including 42 who are in the early years age group.

The staff care for children with special educational needs and/or disabilities as well as those who learn English as an additional language.

There are eight staff employed to work at the provision, of whom seven hold appropriate early years qualifications. There are four pet rabbits that live in the outdoor play area.

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

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

- extend further the arrangements to include parents in their children's learning by involving them in future planning
- celebrate children's creative skills by allowing them to take more of a lead in displaying and sharing their achievements.

### Inspection judgements

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

Children enjoy a broad and interesting range of activities which promote their all round development well. Staff observe children and accurately assess their interests and levels of ability. They use these assessments to plan effectively for each child's future learning. Parents have good opportunities to share observations from home and receive regular information about their child's progress. However, this does not routinely include specific details of future learning goals or how staff intend to promote these. This means that parents are not always fully involved in all aspects of their child's learning. Appropriate

procedures are in place to complete the progress check for children aged two years.

Staff use good teaching strategies, as well as a lot of humour, to engage children and promote their learning. As a result, children take part in activities enthusiastically, concentrate well and develop skills for their future learning. Their language skills progress rapidly as they take part in a lot of lively discussions with staff and with their friends. Staff listen with genuine interest to the things children say, helping them to develop good conversational skills. Staff extend children's understanding of communication further as they give them extremely good opportunities to speak and hear languages other than English. Activities focusing on the 'language of the month' inspire children and, as a result, they are able to exchanging greetings in several languages. This helps them to develop a good insight into the wider world. Pre-school children learn about nature by helping to care for the rabbits that live in hutches in the outdoor play area. They also get to combine messy play activities which exploration of natural materials as they play in the mud kitchen.

Children show a lot of imagination as they independently construct complex models and also create very individual paintings and collages. Staff recognise the importance of allowing children to express themselves and praise them for their efforts and achievements. However, some of the displays in the rooms show a lot of adult direction and this does not reflect to children the value that staff actually place on their own ideas. Children make very good use of the outdoor areas to play physical games. They generally choose to spend a lot of time outside running around and using the climbing equipment to develop their coordination and control. Children confidently suggest activities and staff accommodate these wherever possible. For example, staff respond to children's requests to have their lunch outside by helping them to gather blankets and drinks for a spontaneous picnic. This means that staff build on children's interests well.

Good arrangements are in place to care for children with special educational needs and/or disabilities. Several of the staff team have attended specific training to help to identify and support children's individual needs. Staff liaise well with parents to engage other professionals where necessary or to work alongside those already involved in children's lives. As a result, children receive the support they need to make good progress.

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

Key person arrangements are very effective and children form strong and trusting bonds with their carers. They approach them as when they need attention or simply to get reassuring cuddle before they move to their next activity. Overall, children behave very well. There are some minor, age-appropriate disputes over toys and staff handle these very sensitively, supporting children to learn how to share and take turns. Children are polite, friendly and play very cooperatively together. They benefit from the encouragement they receive to explore their environment and choose the activities they want to join in. This helps them to become independent and gives them the confidence to begin to take some carefully managed risks. For example, the climbing equipment offers a good level of challenge, encouraging children to be cautious and consider their own

safety.

Good arrangements are in place to promote children's health. Children play and learn in a clean environment and staff follow appropriate hygiene practices when preparing and serving snacks. Children bring in packed lunches from home and staff encourage healthy eating by offering healthy lunch box awards. Staff also help children to develop good self-care skills. They teach them to use tissues to blow their nose when necessary and remind them to wash their hands before eating and after using the toilet.

The careful organisation of space means that children of all ages are able to access a good selection of resources and activities. These include role play equipment, art materials, books and a computer which is popular with the older children. As the pre-school children are nearing school age the manager invites reception teachers in to meet those that will be going in to their class. Staff speak positively to children about the changes that are coming and provide role play activities based around schools.

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

Good precautions are in place to safeguard children. These include robust recruitment and vetting procedures. The manager takes lead responsibility for child protection and has attended training for this role. She provides clear written policies for staff and parents detailing the procedures to follow should concerns arise about the welfare of any child. The information includes specific guidance on the action that staff may need to take to protect children. This includes the procedure for responding to allegations against staff. There is also information about the circumstances under which staff may need to use restraint to keep children safe. The manager regularly revisits these policies with staff. She checks that they all understand their responsibilities and that they follow the correct procedures. Risk assessments take place regularly to identify potential hazards and action is taken to minimise these. Therefore, staff promote children's welfare and safety effectively.

The manager has a very clear understanding of her responsibility to promote children's learning and development. She works closely with staff, holding regular meetings, supervision opportunities and discussions. This helps to promote staff development as well as ensuring consistency in the team. It also helps to identify any training needs to improve practice and the quality of provision for children. Ongoing self-evaluation takes into account the views of all staff and parents. This helps the manager to accurately identify the strengths of the provision and areas for improvement. In addition, the provider has met the recommendations set at the last inspection and the manager has started to effectively monitor the quality of the educational programmes. Through this process she has already identified a need to extend the resources for information and communication technology (ICT). She has provided cameras and other resources to enhance children's learning.

Parents express high levels of satisfaction with the care their children receive. Those

spoken to during the inspection praise the caring support of staff and feel that their children are progressing well. Effective partnership working takes place with other professionals including the specialist teaching service, reception teachers and staff at other childcare settings. This helps to provide children with good consistency in their care and learning.

### **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>	EY395966
<b>Local authority</b>	Kent
<b>Inspection number</b>	954561
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Evolution Kids Club & Nursery Limited
<b>Date of previous inspection</b>	08/10/2009
<b>Telephone number</b>	01795 431323

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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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