

# The Kid Company

Chapel House, 25 Market Place, Chapel-en-le-Frith, HIGH PEAK, Derbyshire, SK23 0EN

## Inspection date

Previous inspection date

03/04/2014

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

- Staff have created a warm and welcoming environment for the children which helps them to feel settled and secure.
- Children's behaviour is good because the staff provide age appropriate ways to support positive behaviour. As a result, children are confident and know what behaviour is expected of them.
- The managers and staff work well with other professionals to ensure that early intervention strategies support all children's progression.
- Safeguarding procedures are good. Staff know and understand their role in keeping children safe and know what they should do should they have any concerns about a child.
- Staff undertake observations of children when they first start to gain a thorough baseline assessment which gives them a clear picture of the child's starting point for their learning and development. This is supported by comprehensive information gained from parents about their child.

### It is not yet outstanding because

- There is scope to strengthen the links with parents about what children are learning at home so this can be taken into account when planning activities to extend children's good learning even further.
- Children's independence is not fully supported at meal times.

## 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 undertook a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed children's activities throughout the nursery.
- The inspector spoke with the owners and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at the nursery policies and procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding staff suitability and qualifications of staff working with children.

## Inspector

Susan Wilcockson

## Full report

### Information about the setting

The Kid Company was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in Chapel-en-le-Frith and serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery is open each weekday from 8am to 6pm. There are currently 24 children attending who are in the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. 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:

- extend the methods of encouraging parents to be more actively involved in their child's learning and development by asking them to share details of what their child achieves at home
- involve the children more in serving their own food and pouring their own drinks to further promote the development of their independence and self-care skills.

### Inspection judgements

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

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is good through knowledgeable staff who have a secure understanding of how to promote children's learning and development through the prime and specific areas of learning. Children are interested and motivated in this appropriate environment that supports their learning and development well and prepares them for the eventual move on to school. There is very good support for children with special educational needs and/or disabilities, with targets specifically tailored to support individual needs enabling children to make good progress considering their starting points.

The breadth and depth of the educational programmes ensure children make good progress through interesting and challenging activities and experiences. Throughout the nursery children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. Children initiate their own play as

well as actively taking part in small group activities with an adult. Older children enjoy focused activities with staff which supports their readiness for school and their next stage of development. For example, children practise cutting with scissors supported by staff as they develop this new skill. They increase their knowledge and understanding as they listen intently to staff who explain to the children about growing carrots in the outdoor kitchen garden. They learn that the carrot grows beneath the soil while their leaves grow above the soil. Their understanding of this new mathematical vocabulary and learning is reinforced as the children are asked 'where do the carrots grow' and they eagerly reply 'beneath the soil'. Staff extend this understanding of the world through creative messy time activities. The children learn about mixing colours as the staff encourage them to think about what colour is added to yellow to make orange and they take turns to stir the paint. The children proudly show their finger printed 'carrots' and are praised for their designs. The outdoor environment supports children's physical and imaginative development well. There are grassed areas where children can slide, climb and use scooters. Younger children develop their emerging walking skills by using baby walkers supported by staff. Children dig in the large tubs of soil and explore, investigate and create 'cakes' and 'pies' in the mud kitchen. Children develop their love of stories and books through story times and have a range of books they can access independently. Staff reinforce children's understanding of number through daily routines. For example, children begin to recognise number at snack time as staff add number labels, helping children to count out pieces of fruit for themselves.

From the start parents share information about their child through discussions with the key person, and detailed written information about their child's home routines, likes and dislikes. This information, along with observations, forms a comprehensive picture of the child's starting point for learning and development. All children make good progress in their learning as key persons make weekly observations and plan individual next steps of development focused around children's interests. These are tracked against the child's age and stage of development within the Early Years Foundation Stage. The manager and staff demonstrate a secure knowledge of the requirement of the progress check at age two and this is completed at appropriate times and shared with parents. Parents are kept informed about their child's progress through daily discussions and through their home and nursery book. They are encouraged by key persons to share information about their child's experiences, however, there is scope to extend this to encourage parents to share information about their child's achievements at home.

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

Children clearly enjoy being at the nursery and enthusiastically greet their friends when they arrive. Parents comment that their children are very happy at the nursery. They show confidence in the staff, who demonstrate a very friendly approach, helping everyone to feel valued and included. The nursery has in place a key person system that supports children's well-being and independence. Key persons know their children very well and there is a supportive settling-in procedure and detailed information gained from parents enable the provision to be tailored to support children's individual well-being. The designated special educational needs co-ordinators work with the key person to provide

good support for children with special educational needs and/or disabilities. They act promptly and efficiently on advice from parents and other specialists to provide activities to meet children's varying needs. The management of the nursery are developing good links with the local primary schools to support children in their preparation for school when the time comes.

The environment is stimulating, well-resourced and welcoming. Consideration is given carefully by staff to ensure that children's social and emotional development needs are met thoroughly. This approach supports children to become confident and independent learners through a range of activities they can select from in their play areas. Children can rest in quieter spaces or engage in more physically active play in the garden. The management have incorporated a large kitchen garden for children to grow and care for their own fruit, salads and vegetables that they harvest and eat at meal times.

Children's behaviour is good because the staff provide age appropriate ways to support positive behaviour. As a result, children are confident and know what behaviour is expected of them. They learn about keeping safe in the environment through staff who give clear explanations to them about risks, for example, through using scissors independently. Care practices are good and support children to understand about their own self-care and well-being. Children learn to be independent through toileting procedures and personal care. They wash their hands before meals and after play outside understanding they need to wash off any germs. Children have access to water at all times helping to keep them hydrated. Children enjoy healthy home cooked meals, however, there is scope to encourage children's independent skills at meal times through encouraging them to pour their own drinks and serve themselves to food. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building and remain safe in the event of an emergency.

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

The management team and staff demonstrate a good understanding of their responsibilities to meet the welfare and safeguarding and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This ensures children learn and develop well and are kept healthy and safe. The nursery has a comprehensive safeguarding policy and procedures in place. These are reviewed on a regular basis and discussed with staff at their induction and throughout their employment. Staff are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the nursery is. Children's safety is a priority for all working in the nursery and the setting has a strong security system in place to prevent unknown persons arriving to collect children. Visitors are required to sign in and identification is checked. Robust systems, policies and procedures are in place and these are regularly reviewed to ensure they meet the current legal requirements and underpin children's safety and well-being at all times. Full risk assessments are in place for all indoor and outdoor areas and staff also undertake thorough daily checks to ensure that

toys and equipment remain fit for use. Staff have first-aid training ensuring that children are kept safe. Accident and medication forms are completed appropriately with accidents and incidents monitored to identify any pattern of concern.

The nursery ensures that all staff have a Disclosure and Barring Service check. Robust recruitment processes are in place and a thorough induction process for new staff. Apprentices and students are allocated a mentor to support and supervise them during their placement. Annual performance appraisals ensure that training needs are identified and supervisions are held regularly. The manager works closely with the local authority to provide a programme of training which supports staff in their continual professional development. The management and staff are reflective of their practice and provision and regular meetings provide opportunities for everyone to contribute ideas and thoughts to the decision making process. Parents and children are also consulted about the provision and contribute to the self-evaluation of the setting. This demonstrates a good capacity of continual improvement and development.

The nursery manager maintains a good overview of the educational programmes through an effective tracking and monitoring system. This ensures that children make good progress in accordance with typical expectations for their age and given their starting points. This system effectively highlights children who may be a risk of delay or groups of children who may need further support in a specific area enabling relevant interventions to be implemented. Effective partnerships with parents and external agencies are well established and make a good contribution to meeting children's needs. Parents speak about the flexible approach offered by the nursery supporting their children's needs and how they feel their children are kept safe at the nursery. Where children may require additional support, appropriate interventions are sought so that children receive the support they need. There are good links with the local Sure Start centre and the nursery promotes the services they offer which are available for parents.

### **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>	EY439532
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	808174
<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>	30
<b>Number of children on roll</b>	25
<b>Name of provider</b>	The Kid Company UK LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01298938913

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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