

# K&K Childcare

Vicarage Road, AMBLESIDE, Cumbria, LA22 9DH

<b>Inspection date</b>	24/07/2014
Previous inspection date	18/04/2011

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

- Children are happy and settled in this inclusive setting because the staff highly value them as individuals. They use a range of effective ways to support children in celebrating their achievements with their friends. As a result, children develop good levels of self-esteem and self-confidence.
- Children make good progress in their learning because the staff have a sound understanding of how they learn. Accurate and precise observations and assessments of children clearly identify the next steps in their learning.
- Partnerships with parents are good. The staff use a range of innovative ways to engage parents with their children's learning both at home and within the setting. As a result, children's learning is effectively complemented, embracing a shared approach.
- Children are fully safeguarded in this appealing and well-organised setting. The staff use a good range of teaching techniques to teach children how to keep themselves safe and as they begin to manage risks for themselves.

### It is not yet outstanding because

- Occasionally, children's personal preferences for relating to individual adults are not consistently acknowledged to further enhance the good relationships that they have with staff.
- There are fewer opportunities during the lunchtime period for children to further develop their already good independence skills.

## 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 had a tour of the setting.
- The inspector observed children in the baby room, the toddler room and the preschool room.
- The inspector held discussions with the staff and the children throughout the inspection.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- The inspector looked at a range of documentation relating to the setting. These included, staff suitability checks, the provider's self-evaluation form, the policies and procedures, risk assessment records and children's observation and assessment files.
- The inspector held a meeting with the manager of the setting and carried out a joint observation with the assistant manager of the setting in the outdoor environment.

## Inspector

Charlotte Bowe

## Full report

### Information about the setting

K&K Childcare was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained building in Ambleside, Cumbria and is privately owned. The provision serves the local area and is accessible to all children. The K2 out of school club and associated holiday club operate on the ground floor of the premises. Kiddiewinks day nursery for babies and toddlers is situated on the first floor of the building and K2 pre-school is within an adjoining building. There are a number of secure outdoor areas for children to access. The organisation employs 11 members of childcare staff. Of these, two hold Qualified Teacher Status, seven hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The manager holds an appropriate early years qualification at level 5 and is working towards a relevant early years qualification at level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The out of school club operates each weekday during term time from 7.30am to 9am and 3.15pm to 6pm. The holiday club operates each weekday throughout the school holidays from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 115 children on roll, of whom 73 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The setting is a member of the National Day Nurseries Association and 4Children.

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

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

- strengthen the key-person system so that children's preferences for interacting with particular members of staff are consistently supported to further enhance the already good relationships that they have with the staff
- enhance the organisation of the lunchtime routine so that children can further develop their already good independence skills by, for example, enabling children to use knives and forks for all meals, pour their own water and serve out their food.

## Inspection judgements

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

Children make good progress in their learning, given their starting points. The staff skilfully seek information from the parents through the 'All about me' document and they effectively communicate with them during their induction period. This determines what children can already do as they begin at the setting. The staff use this alongside their own initial observations and their baseline assessment to clearly identify their unique starting

points. Learning story observations of children are carried out each month. They are attractively presented with photographs and a detailed written account of the achievements that children make as they play. The staff skilfully use this information to identify children's needs and interests. They have a good understanding of how children learn and effectively link their learning to the Early Years Foundation Stage. Therefore, they clearly know the progress that children are making. Progress checks are completed for all children each term. These accurately record the progress that children are making towards the early learning goals and clearly identify the next steps in their learning. These are well supported through the enhancements that the staff make to the play areas and through the good range of activities that are provided to support children in extending their knowledge and skills across all areas. As a result, children are making good progress in their learning in readiness for their move to school.

The quality of teaching is good. The staff are experienced and well qualified and have high expectations of children. They skilfully promote children's learning and development through a broad range of exciting and interesting experiences that motivate them to learn. Children develop their communication and language skills as they eagerly take part in a 'bear hunt' in the garden. The staff skilfully engage the children and encourage them to take a leading role as they pause to enable the children to recall the words to their familiar story. Staff actively join in with children's own initiated play and use a range of meaningful dialogue to communicate with them. For example, children have fun as they play in their mud kitchen. They learn to use tools effectively as they competently spoon the mud from the pan into their cup. The staff further develop these skills as they ask the children if they can stir their mixture around. Furthermore, they ask them about what they are doing to encourage them to think creatively for themselves. The children actively respond as they talk about the chocolate milk that they are making. As a result, children develop their speech and language skills. Children with English as an additional language are well-supported because the staff teach the children to say 'good morning' and 'good afternoon' to each other in a range of languages to support all children within the setting. In addition, they try a range of foods from around the world because the staff encourage the parents to bring in foods from their cultures to share with the children. As a result, children develop a good awareness of difference and diversity. They learn about their local community when out on nature walks or as they paddle in the nearby lake. Interest tables are well resourced and support children in learning about their wider world. For example, babies learn about the seaside as they observe and play with a range of resources such as books, sand bottles, soft toys, shells and jelly shoes on their 'sea' interest table. As a result, all children have a good understanding of the world. There are many opportunities for children to explore in their appealing and fully-stocked learning environments. They have fun as they pour water into the funnels and pipes on the water wall and they blow bubbles with straws in the water tray. Children are introduced to sensory activities from a very early age and are encouraged to explore the textures of objects. For example, as children play with gloop, they confidently express their feelings and talk about it feeling 'yucky' on their hands. Babies have fun as they splash around in the water and use different parts of their bodies to create a group picture using paint. As a result, children develop their exploratory skills as they use a range of creative materials. This all means that children are provided with depth and breadth in their learning and development.

Partnerships with parents are good. The staff use a range of innovative ways to involve

parents in their children's learning at every possible opportunity, both at home and within the setting. The staff effectively communicate with the parents on a daily basis to share what children have learned during their time at the setting and to allow for continuous feedback on children's learning from home. They strongly value the contributions from parents and see this as an essential tool in supporting children in their learning and development within the setting. Parents actively contribute as they record their children's achievements from home on their 'wow moments' forms. These are effectively discussed with their children's key person and then used to further shape their learning experiences within the setting to enable them to make good progress. In addition, learning stories are shared with the parents each month and they are further encouraged to contribute their ideas and thoughts on their children's learning in the parents' voice section. Guidance on how parents can further support their children's learning at home is also included by the staff. Furthermore, the staff organise stay and play sessions that welcome parents to attend the setting with their children, to observe their play and learning first hand. This all ensures that children's learning is effectively complemented and a shared approach is fully embraced.

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

Children are happy and settled in an inclusive environment where friendly, kind and caring staff highly value them as individuals. Children are given time to settle in their own time because the settling in sessions are tailored around their individual needs. Key persons are assigned for all children and this takes account of staff who are attendance for similar amounts of time on similar days as the individual children. As a result, close and trusting relationships are formed with key persons. In addition, the staff are sometimes flexible in supporting children if they show a strong preference for being with a particular adult. However, this is not consistently applied for all children, all of the time. Key persons know their children very well because they skilfully gather information from the parents, as children begin at the setting, regarding their needs, routines and interests. This ensures that they respond to their individual needs effectively. As a result, children's emotional well-being is fostered well. Children have many opportunities to feel special and celebrate their own achievements. For example, older children take part in the 'I am special' week and have many opportunities to share items of interest from home, favourite toys and pictures of their family with their friends. Younger children's achievements are shared on the 'I am a star' display board and at circle time as they confidently reflect on their adventures using the home to nursery scrapbook. Consequently, children develop good levels of self-esteem and self-confidence as they confidently share their own experiences with their peers. Children socialise well together. This is because the staff are good role models and teach the children about the expectations of the setting. Children sit nicely together for snack and as they sit together for songs and rhymes. They are well mannered because the staff encourage them to say please and thank you from an early age. The staff are skilled when resolving any disputes and sensitively step in to explain the need for sharing their toys and demonstrate how to respect one another. As a result, children display positive behaviour.

The play environments are appealing and well organised. They are attractively decorated

with a good range of children's artwork and photographs. This ensures that children can reflect on their experiences and demonstrate a sense of pride. A lovely range of mobiles and hanging objects hang down from the ceiling in all areas for children to observe. Sleep areas are calming and relaxing and therefore, children settle easily for a sleep. All areas are well-stocked with a good range of resources. The staff organise these well so that children can begin to make choices for themselves and gain the skills necessary for their future move on to school. Babies help themselves to the resources from their low-level shelving units. Older children choose where they wish to play and independently take resources from one area to another to further develop their own play. The staff encourage the children to do many things for themselves. For example, as they arrive indoors following outdoor play they encourage them to take off their shoes and wet clothes independently. The staff are always on hand to support children where necessary. At snack time children have opportunities to spread their own butter on their toast and help to pour out their own drinks. However, this level of independence is not always consistently fostered. For instance, at lunchtime the staff generally serve out the children's lunches and pour their drinks and there are times when older children do not always use a knife and fork to eat with, reverting to a spoon and fork.

Children develop their awareness of healthy eating practices because the staff provide healthy and nutritious lunches which are freshly prepared in the setting each day. They have access to fresh water throughout their time and the staff explain the importance of drinking more when it is hot. They have many opportunities to exercise as they access their immediate outdoor play areas. For example, children learn to balance as they walk along the log stepping stones. They move their bodies in a variety of ways as they take part in the 'sticks up, sticks down' song. As a result, children adopt healthy lifestyles. Children develop their awareness of safety because the staff teach them to be careful as they use scissors independently and access the equipment at the local park for themselves. They begin to manage risks as they construct using the large wooden blocks. The staff support the children in their thinking about how high they can build in order to keep themselves safe. Children learn to cross the road safely when they are out and about because the staff teach them that they need to wait for the green man before crossing the road. As a result, children are kept safe with staff who show a high regard for their safety and well-being.

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

Managers and leaders have a good understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have attended safeguarding training and have a thorough awareness of the procedures that they need to follow to protect children from harm. They have a clear understanding of what would alert them to any concerns about a child in their care. In addition, safeguarding issues are always discussed at staff meetings. This ensures that children are protected from harm. Recruitment procedures are robust and ensure that staff are suitable for their role. For example, staff suitability checks are swiftly carried out,

references are sought from previous employers and the interview process ensures that staff are skilled and experienced. Furthermore, the manager invites suitable candidates into the setting, to spend half a day engaging with the children, to further ensure that they are competent. As a result, children are safe and secure with experienced and trusted adults. Daily checks are conducted on the equipment and resources and the staff ensure that children are kept safe as they access their local community. For example, all children wear high visibility jackets so that they remain seen at all times and a first aid kit and register of attendance is taken with them. Children's safety is further assured within the setting through the safe camera entry system that is in place. This ensures that visitors can be thoroughly checked before entering the premises. As a result, children are fully safeguarded with staff who show a high regard for their safety and well-being.

The quality of teaching is good. The staff bring their strengths together to create a diverse and dynamic team who all work very well together. They have a good understanding of how children learn and plan a good range of experiences that help and support children in developing their skills across all areas. They competently track children's progress through detailed and precise observations and assessments of children. As a result, children make good progress in their learning and development. The staff are committed to their work and regularly attend training events in order to develop their knowledge and skills. The manager and leaders closely monitor the quality of teaching through the use of peer observations. They are confident in informing staff about what they are doing well and what needs to be improved. In addition, staff have regular supervision meetings and appraisals to discuss their progress. An action plan identifies any further training to support them in developing their knowledge and skills further. The staff show a clear determination and drive to continually improve their setting through effective and regular evaluations. They value the contributions from the children and actively involve them in making enhancements to their setting. For example, children take an active role in developing their outdoor flower garden. They develop their skills as they visit their local garden centre and write a wish list of the plants and flowers that they would like to see in their garden. As a result, children are fully involved in developing their setting in accordance with their interests. In addition, the staff seek the views from parents as they welcome them to communicate their views at any time and evaluate the comments from their questionnaires. Furthermore, the staff take on board the comments from the local authority quality review constructively. They use all of this information to further develop and enhance their setting. As a result, they show dedication in improving the care and learning experiences for the children in their care.

Partnerships with parents are good. Parents report that their children's individual needs are taken into consideration at all times and that children are at the heart of what the staff do. They are assured that their children are settled because they are always happy when they arrive to collect them from the setting. Their children's learning is shared with them each day through effective communication. In addition, the staff arrange regular parents meetings so that they can look at their well-presented learning files in more depth and talk with their child's key person in more detail. As a result, a shared approach is fully embraced. Partnerships with other providers and professionals are also good. The setting has strong links with the nearby primary schools and has initiated meetings with them to discuss where children are in their learning as they move on to school. Children who attend before and after school are supported well because the staff use effective daily

communication to share what they have learned. They use this to complement their learning within the setting. As a result, children benefit from continuity in their care, learning and development.

### **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>	EY218147
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	872459
<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>	75
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Sheona Cunniff
<b>Date of previous inspection</b>	18/04/2011
<b>Telephone number</b>	015394 34040

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

