

Kid Co Limited

Inger Cottage, Balcombe Road, Horley, Surrey, RH6 9SW

Inspection date	24/09/2014
Previous inspection date	13/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 benefit from considerate, attentive care for their individual welfare and learning needs. As a result they are happy and contented in the setting.
- Staff have created a strong learning environment, especially outdoors, where children can investigate, explore and create their own games.
- Children's behaviour is very good. They cooperate with their friends in a wide range of play and are happy to take responsibility for helping and sharing.
- Managers work very effectively together to monitor the work of staff and identify ways to build on their strengths and enhance any identified areas for improvement.

It is not yet outstanding because

- Staff do not consistently work with other daycare settings children may attend, which does not fully support consistency in each child's learning and development.
- Children's independent self-care skills are not fully supported at meal times, as they are not involved in practical tasks such as serving their own food.

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 observed children at play in all the playrooms and outdoors.
- The inspector observed care routines for babies and toddlers, including meal times.
- The inspector and manager carried out a joint observation and the inspector spoke to staff and children.
- The inspector examined a range of documentation.
- The inspector gathered the views of parents.

Inspector

Susan McCourt

Full report

Information about the setting

Kid Co Limited registered in 1995. It is a privately owned setting which offers full daycare and out of school care. It is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. The setting operates from a large converted detached house in Horley, Surrey. Children are cared for in different age groups on the ground floor of the property. Toilets, hand washing areas and nappy change facilities are easily accessible. There is a large enclosed outside area, including woodland. The setting serves the surrounding towns and rural area. The setting is open each weekday throughout the year from 7.30am to 6.30pm. It receives funding for the provision of free early education for children aged two, three and four years. There are currently 122 children, aged from four months to five years on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. A team of 29 staff work with the children. Of these, 22 staff hold recognised early years qualifications. A further seven staff are working towards a qualification.

What the setting needs to do to improve further

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

- build partnership working with other settings to provide consistent care for children's learning and development
- enhance children's independence at meal times by involving them in activities such as serving their own food.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development needs of children. They plan a wide range of activities based on children's ideas and interests, taking account of children's identified next steps. This means that children are consistently engaged in purposeful play and enjoy their learning. As a result they make good progress given their starting points and capabilities.

Staff working with babies are very attentive to their communication and use gesture, facial expression and short sentences to engage babies in conversation. Toddlers also benefit from an attentive staff team who listen carefully to children, repeat key words and take time to ensure children understand. This builds the vocabulary of young children and develops their confidence in communicating. Staff skilfully include stories into outdoor play

when they hide pictures or toys around the garden. This inspires children to refer to favourite stories and act out parts of the narrative. Pre-school aged children talk as they play, describing what they are doing and showing their friends and staff what they find. Staff extend children's vocabulary by introducing new words. For example, when children are digging in the garden they find different creatures while staff identify them using books as a reference. Pre-school aged children also enjoy reading stories and staff create cosy areas indoors and outside to facilitate their interest in books.

Children of all ages enjoy a wide variety of messy play. When playing with the mud kitchen, they use water, leaves, conkers and other found items to create interesting mixtures. Staff provide a good selection of spoons, pans, sieves and whisks for children to make patterns in the mixtures, which supports their early writing skills. Staff give good support to children's independence in play and learning. Staff teach skills such as how to lift and roll a tyre so that toddlers can then create their own game with it. When pre-school aged children play in the sand, staff support children in carrying out their own ideas. In this way, children who have made different sand-cakes to go in the oven begin to think about how they will know things are cooked. Staff continually engage children in purposeful play, which helps children to become independent, active learners.

Staff work with parents when children first start to gather information about their starting points and interests. Staff then closely observe children in different types of activities to make a baseline assessment of children's learning styles and abilities. Staff write regular summary reviews of children's progress and identify their next steps. These reviews are shared with parents, who add their own comments. Staff incorporate children's next steps into their planning. They focus on particular children each week so that all children benefit in turn from specific teaching. All next steps are shared with other colleagues so that all staff know where children are in their development. The relevant key person writes the progress check for children aged two and the transition form for moving on to school. Where staff and parents identify children with additional needs or achievement gaps, staff work with specialist staff to devise individual learning to address the child's needs. In this way, children make good progress in their learning and are achieving in their expected levels of development. Staff regularly track children's achievements to ensure that teaching is having the intended impact.

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

Staff are very effective key persons for children. They build close relationships with families as children settle in. This helps parents and children to feel comfortable and confident to separate. The child's key person shares information about care routines and milestones, so that all staff know when children feed and sleep, or have started walking. As children grow, they move on to the nursery or pre-school group. The key person takes the child to the new area for short visits to build the child's confidence and the parent meets the new key person. When children move on to school staff are very thoughtful in how they support the child and family, making sure that the child has the independent skills they need. Staff have created a good learning environment in each of the play rooms. Children of all ages can independently reach a wide range of play equipment and

choose what they would like to do. Most toys and resources are visible to the child, and children can see what is in cupboards via picture labelling or resource picture books. All resources are of good quality and include some household and homemade items. The outdoor learning environment is a key feature of the provision. Children can dig and plant, play in sand or small playhouses, or explore the secure woodland area.

Children have good opportunities to learn about healthy lifestyles. Meals and snacks are prepared each day on the premises. Children enjoy a varied menu of balanced, nutritious meals, with drinks of water in easy reach. Children feed themselves where appropriate and staff are very thoughtful in how they support children who are reluctant eaters. Staff give babies spoons to feed themselves and older children have good self-care skills. However, children do not consistently help in practical matters such as serving themselves or helping to lay tables and clear up. This does not fully support their independence. Children know how to keep themselves clean, noticing when outdoor play has made their hands dirty and knowing they need a wash. Staff have established good hygiene practices which helps to minimise the risk of cross-infection. Children benefit from a wide range of physical play and play outside every day. Babies learn to walk holding on to low banisters in the playroom, and crawl or stretch to reach different toys. Staff help children to learn about safety and take managed risks. For example, children use mature shrubs and trees as climbing frames, swinging and clambering over low branches with staff support. They develop their small muscle control using whisks and spoons in messy play or drawing with pencils and paint brushes. This helps to support their physical growth and development.

Children are well behaved. They are absorbed in interesting play and have sufficient resources to prevent any frustration in following their play ideas. Children are polite and express themselves thoughtfully, asking for a turn with the spade in the sandpit, for example. Children enjoy lots of cooperative play, working together to dig up worms, or examine bugs under logs. They spontaneously help to tidy up when it is time to stop and enjoy helping carry things back to where they belong. They persist in learning new skills, and show pride in their achievements. Overall, they gain good skills for their future learning.

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

Managers have a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability and learn about child protection as part of their induction and ongoing professional development. As a result, staff know what to do if they have concerns about the welfare of a child, or how to report unacceptable behaviour from other adults. Managers have clear policies and procedures to guide staff in their work, which they share with parents to promote children's safety. For example, parents know not to let other adults into the setting without a member of staff's authorisation. All staff maintain children's records in a professional manner and this professional approach to documentation underpins children's well-being.

Managers work closely together to monitor the work of the staff and make enhancements.

They have fully addressed recommendations from the last inspection and have made well-targeted action plans for the future. Managers consult with parents and capture children's views in order to make improvements. For example, they provide further information about the themes and plans for children's activities in response to a parent's idea. Staff enjoy a wide range of opportunities to build their professional practice. For example, they attend courses and have in-house coaching and mentoring from colleagues. Regular supervision and appraisal means that staff can identify areas where they would like to increase their skills. Managers welcome their ideas, such as adding to the outdoor play equipment. Staff and managers reflect on their practice, evaluating activities and routines for the benefit of children. In this way, they demonstrate a strong capacity for continuous improvement. Managers analyse data from tracking information to make sure their planning is effective. For example, they identified that children's progress in mathematical development was not as strong as other areas. As a result, they added resources and devised a wide variety of methods to increase mathematical concepts in play. They were then able to measure the impact on children's progress.

Staff build good partnerships with parents. They share information at handover time and use email and written information to keep parents up to date with children's care and development. Parents share their views in surveys and via email. They comment on how well staff meet children's needs and support the whole family. Parents appreciate how well their children develop new skills which helps them make the move on to school. Staff work in partnership with other professionals to support children's care, especially where children have additional needs. Managers do not consistently know when children are attending other daycare settings, however. This means that staff are unable to work in partnership with other colleagues and this does not fully support children's consistent care. Managers initiate strong relationships with local schools to support children and families as they move on. For example, they sometimes visit the school with the child where children are very shy in order to build their confidence.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	113559
Local authority	West Sussex
Inspection number	990011
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	113
Number of children on roll	122
Name of provider	Kid Co Limited
Date of previous inspection	13/06/2011
Telephone number	01293 775107

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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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