

Kilton Childcare

Prospect And Kilton Children Centre, Longfellow Drive, WORKSOP, S81 0DW

Inspection date

Previous inspection date

25/09/2014

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 a good understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues.
- The key person system is well-embedded promoting children's confidence and independence. As a result, children are happy, settled and have high self-esteem.
- Children behave well and are confident because staff provide clear guidance about what is acceptable behaviour and consistently praise and acknowledge their achievements.
- The rich, varied and stimulating environment promotes learning and challenge and provides a strong base for children to manage risks and understand how to keep themselves safe and healthy.

It is not yet outstanding because

- Children's rapidly growing independence and self-help skills are not always fully promoted, as opportunities for them to serve their own meals and pour their own drinks are not always available.
- Some opportunities to extend parents' involvement in their child's progress are not fully explored, in order to fully support children's continued learning at home.

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 observed activities in the playrooms and outdoor areas.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to the deputy manager, staff and children at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation, evidence of suitability and qualifications of practitioners and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jane Rushby

Full report

Information about the setting

Kilton Childcare was re-registered in 2014 and is on the Early Years Register and the compulsory part of the Childcare Register. It is run by the Pre-School Learning Alliance and operates from a purpose built building within the Prospects Kilton Children's Centre, on the site of St Augustine's County Junior School in the Kilton area of Worksop, Nottinghamshire. Children are cared for in three separate rooms according to age and there is a fully enclosed area available for outdoor play. The setting employs nine members of childcare staff. Of these, one member of staff holds a degree in early years, one member of staff holds an appropriate early years qualification at level 4 and seven staff hold qualifications at level 3. The setting opens Monday to Friday all year round, from 8am to 6pm. Children attend for a variety of sessions. There are currently 66 children attending, 61 of whom are within the early years age range. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend opportunities for children to further develop growing independence and self-help skills, for example, by encouraging them to serve their own meals, pour their own drinks and clear away after mealtimes

- extend the opportunities for parents to contribute to their child's learning and development, including ways in which they can continue this learning at home.

Inspection judgements

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

Children's learning and development is effectively promoted because staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. Staff take into account what children already know and can do from their initial assessments and discussions with parents when children first start to attend. They make good use of this information to plan starting points for each child's next stage in learning. As a result, children make consistently good progress towards the early learning goals. By following children's interests, staff plan for future learning opportunities in either adult-led opportunities or through enhancement of the environment. For example, staff have implemented a planting and growing area outdoors through the children's interests of learning how things grow. Staff carry out regular observations and assessments of children's learning across the seven areas. Children's individual development is tracked to ensure staff can identify any gaps in children's learning and subsequently plan next steps. The manager and staff demonstrate a secure understanding about the progress check for

children aged between two and three years, ensuring this is carried out at an appropriate time and shared with parents.

Babies and young children receive close and supportive attention, which gives them the confidence to explore their surroundings. They respond with bright, enthusiastic smiles and gurgles as staff talk and play with them, which develops their early communications. All staff use good running commentary during activities and as they play and interact with children. The setting has a qualified language lead that disseminates good practice and shares knowledge around communication and language to all her colleagues. For example, children are fully engaged and engrossed in what's in the box activity. Children join in and use signing during this activity. When the activity comes to an end, the children ask for it again. This activity is used with all the ages of children who attend the setting. This enables children to develop strong communication and language skills. Books are readily available for all children. They choose books to look at independently or with staff in the relaxing book space indoors and outside. This means that children are fostering a love of books from an early age.

Staff plan effectively to ensure children have experiences across all areas of learning. Staff assess children's learning and development and use supporting documents to identify and appropriately plan for the next steps in their learning. They make very good use of daily routines to promote children's learning. However, at snack and mealtimes, children could gain more independence skills by setting the table, pouring their drinks and serving their own food. There are good opportunities for both staff and parents to exchange information about children and the progress they are making. Parents are fully aware of the records that the nursery keeps to monitor and support their children's learning and they are welcome to see them at any time. However, there is potential to develop this relationship further to enable all parents, particularly those who are more reluctant to contribute, to share information about and extend children's learning in the home. Parents are invited to attend meetings with their child's key person. This provides opportunities for staff and parents to share more detailed information on what children have achieved at the setting and at home. As a result, there is continuity of care.

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

Children are well settled and secure and they enjoy trusting relationships with staff who are very caring and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this nursery and means that children's emotional well-being is well promoted. Parents are encouraged to stay with their child when they first start to attend so that they get used to new surroundings and people. Parents are then encouraged to leave their child for a short period of time until they are ready to attend for a full session. This helps children to settle into new routines and separate confidently from their parents. Children gain a sense of belonging as they can see creatively displayed photographs of themselves, playing and exploring. Children's behaviour is good because staff show a consistent approach to behaviour management. Staff support children well with clear instructions and explanations. For example, children wanting to use toys at the same time are supported to agree to take turns.

Children manage their own hygiene and personal needs well. Toileting and hand washing facilities are accessible for children to use independently with appropriate staff guidance and prompting. Staff follow good health and hygiene practices as they change babies' nappies. For instance, they wear gloves and aprons. Children enjoy nutritional snacks and healthy meals during the day, with alternative options provided to suit their individual dietary needs. Fresh drinking water is readily available. The staff follow suitable hygiene practices to reduce risks of cross-infection to children and adults. This effectively promotes children's health and well-being. Staff liaise closely with parents to follow younger children's individual feeding and sleep patterns, to ensure their individual needs are met. Indoor and outdoor play areas are generally used well to support children's learning and promote their health. Children explore all areas confidently, accessing toys of their choice from the extensive range available. Sleep rooms provide a calm and relaxing environment where young children can rest peacefully.

Toys, resources and equipment is attractively presented and also used well to enhance children's all-round development. Furthermore, toys are safe and easily accessible enabling children and babies to reach them independently. For example, staff ensure that treasure baskets placed on the floor enable the youngest and least physically able babies to reach out and explore the objects safely. They closely supervise babies while encouraging them to explore the objects by themselves. Outside, children explore a suitable range of toys and resources, such as, crates, water play and puzzles. Staff ensure physical development is supported well for all children in the outdoor area. Ride-on toys and climbing frames with slides give children the opportunity to develop their physical skills. They enjoy their time outside running around in the fresh air while exercising.

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

Staff have undertaken recent child protection training to ensure they have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. Robust procedures are in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of staff. The deployment of staff throughout the setting ensure that ratios are met at all times and children are supervised effectively. There are clear policies and procedures about the use of mobile phones and cameras in the nursery. Clear risk assessments are used to identify potential risks to children and effective safety measures are in place to minimise these. Safety measures are regularly monitored and reviewed, along with daily health and safety checks on the indoor and outdoor areas, to further support children's safety. There are a good range of policies, procedures and records, including an attendance register and accident forms, which effectively support the safety of children and management of the setting. Recruitment procedures are sound, and together with background checks and a thorough induction process, mean that staff remain suitable for their role. Regular supervisions and appraisal interviews help the manager to determine the continued suitability of each individual working on the premises.

The setting has a robust training plan and has identified appropriate training needs to enable staff to gain new skills, knowledge and qualifications to benefit the children. The

nursery management team follow good procedures, which helps them to reflect on the success of all aspects of the provision. They constantly review arrangements and implement new ideas to improve the provision for children attending. Evaluations take into account the views of staff, parents and children, ensuring everyone's thoughts and ideas are valued. Regular monitoring of the educational programmes help staff to make sure that children receive the very best support for their individual learning needs. Managers and staff ensure that the identification of visitors is checked before entry and parents and children are warmly welcomed. Furthermore, visitors are requested to sign in a visitor's book, tracking who enters and leaves the nursery. Visitors are also requested to have awareness to the emergency evacuation procedures should the building need to be evacuated quickly.

Strong partnerships with parents, carers and others involved help staff to meet children's needs. Parents receive detailed information about the setting and they have access to the policies and procedures. They build strong links with their child's key person, enabling good information sharing to support children's developing needs. Parents state they feel well informed about their child's development and progress and they are fully aware of policies and aims of the setting. They state that the setting is flexible and caters for children's individual needs. Staff develop professional relationships with others supporting children's needs, such as the local authority. They are pro-active in developing links with other settings. For example, teachers from local schools are invited to visit and detailed information is shared with other settings. This collaborative partnership ensures all practitioners have a greater understanding of children's individual needs and enables them to provide consistency in their learning.

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. 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	EY476883
Local authority	Nottinghamshire
Inspection number	968443
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	66
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	07940471737

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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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