

# Kidz Stop

Scout Hut, Crambourne Road, Ashton Under Lyne, OL7 9BW

<b>Inspection date</b>	18/11/2014
Previous inspection date	11/02/2014

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

- The quality of teaching is good because activities are linked to children's interests and take into account their next steps in their learning.
- Children feel valued because staff effectively show interest in what children say and do. Consequently, relationships are strong.
- Partnerships with parents are well-established and this contributes significantly to children's well-being and development.
- Staff have a secure understanding of safeguarding and child protection. Swift action is taken to ensure children are safe and relevant agencies are informed when required.

### It is not yet outstanding because

- Opportunities for further extending children's self-help skills are not always consistently incorporated into their daily routines, such as putting coats on by themselves before going outside to play.
- There are fewer resources available to enhance children's exploration of similarities and differences in cultures and backgrounds.

## 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 held discussions with the manager and the staff and reviewed a range of documentation.
- The inspector and manager undertook a joint observation of snack time and a member of staff delivering a building activity with a small group of children.
- The inspector took into account the views of three parents spoken to on the day and through written comments on questionnaires.
- The inspector checked evidence of suitability, qualifications of the staff, a selection of children's records, safeguarding policies and discussed self-evaluation with the manager.

## Inspector

Emily Wheeldon

## Full report

### Information about the setting

Kidz Stop was registered in 2013 on the Early Years Register and on the compulsory part of the Childcare Register. It operates from a playroom with associated facilities from the Scout Hut in the Waterloo area of Ashton-under-Lyne. There is an enclosed area available for outdoor play. The pre-school is privately owned and managed. It serves the local area and is accessible to all children. There are four members of child care staff employed and all hold appropriate early years qualifications at level 2 to level 4. The proprietor/manager holds a foundation degree in early years. In addition, there are two apprentices employed at the setting. The pre-school is open Monday to Friday from 8.30am until 4.30pm. It is closed for all bank holidays and for one week at Christmas. Currently there are 20 children on roll, all of whom are within the early years age range. Children attend for a variety of sessions. The pre-school has attained a nutrition and oral health award through the National Health Service. Staff are currently working towards a quality assurance award through 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 opportunities for children to be even more independent, for example, by allowing them to find their own coat and learn how to put this on, so they are more prepared for the next stage in their learning
- enhance resources to support children's understanding of similarities and differences in cultures and backgrounds, to further develop their existing good knowledge of the wider world.

## Inspection judgements

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

Teaching is strong. Staff have a secure knowledge and understanding about the learning requirements and the different ways children learn. They understand the importance of allowing children to have time to play and explore so they can work out things for themselves. Activities are planned according to children's interests and are closely linked to their next steps in learning. For example, when children bring in their favourite toy dinosaur from home, staff adapt activities to incorporate the dinosaur theme. Children delight in designing and constructing a house made out of plastic bricks for their dinosaur and then talk about the type of food it might like to eat. Strong emphasis is put on supporting children's personal, social and emotional development and on communication and language skills. For example, staff ensure they spend plenty of time talking and listening to children so they have a chance to express their views. New vocabulary is

taught well through the use of pictures on flashcards and in books. Staff also model language effectively and use words, such as 'bigger than' to describe the size of bricks in play. As a result, children develop good speaking and listening skills from an early age.

Staff really listen to what children say and take an interest in what they do. They are passionate and clearly enjoy working with children and want the best for them. Consequently, children are confident and friendly and willing to have a go. Staff are positive role-models to children. For example, they remind them how to sit still and listen carefully to instructions. Children develop good early reading skills and positive reading habits are promoted well by staff. For instance, they use puppets as props, show children how to handle books carefully and how to sit properly. Children choose books to take home. This supports parents in encouraging further learning in the home and prepares children for their future learning when they move to school. Children have many opportunities to develop their writing skills and are well prepared for the next stage in their learning. For example, they enjoy writing the letters in their name on a chalkboard and use paintbrushes outside to make marks. Children take risks and are given challenging tasks to develop their coordination skills. For example, they learn to walk on stilts and show good perseverance skills. Staff encourage children to count at every opportunity and support them to count the number of steps it takes to walk across a series of stepping stones.

Staff make learning fun. For example, they successfully support children to learn the names of different colours through parachute games. Children show enthusiasm and delight in the ways the parachute goes up in the air when they waft it upwards. As the parachute is falling down, staff point to sections of the parachute and say, 'What colour is this? Can you find the same colour anywhere else on the parachute?' Children successfully name colours and talk about what is happening to the parachute as it goes up in the air. This demonstrates they have a good knowledge about how objects can move in different ways. Opportunities for children to learn about living things and the natural world are good. For example, children enjoy looking at worms and slugs in the garden. They say, 'I have seen a snake' then realise that a snake would be bigger. Staff also talk to the children about the community and the wider world. However, the resources to reflect the similarities and differences between different cultures and backgrounds are not fully developed. As a result, children have less scope to develop a broader knowledge of the wider world. Children's records contain a wide range of information, including observations, photographs and examples of their work. Their learning is significantly enhanced through effective partnerships with parents. Parents are given ideas to support children's learning at home. They are also encouraged to share 'wow' moments with staff about their child's achievements. As a result, children make good progress.

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

Children feel emotionally secure and happy in this setting because staff are very caring and supportive. The key-person system is well established and very effective in supporting children's personal, social and emotional well-being. Staff ensure induction procedures are smooth and stress-free. For example, they work very closely with parents to gather information about children's interests, needs and routines. Parents receive good quality

information in the form of a welcome pack. The pack contains useful information about the staff, such as their experience and qualifications. It also includes photographs of the learning environment indoors and outside. Consequently, children are fully supported in their transitions when they first begin at the setting and know what the staff and environment look like. When children move on to nursery or school staff speak to teachers and share information records with them. Such positive experiences mean that children are emotionally prepared for the next stage of their learning.

Staff are positive role-models for children and they consistently praise and encourage them. As a result, children are considerate of others and behave very well. Staff make children aware of the rules and children have a clear understanding about boundaries. For example, they know that they must not walk across the benches or run inside. Children enjoy nutritious meals and snacks, including fresh fruit and a range of healthy food options, which are freshly prepared on the premises. They enjoy taking on responsibilities, such as slicing up their own fruit using plastic knives and demonstrate good self-help skills. Furthermore, children sometimes attempt to put their own coats on before going out to play. However, on occasions staff fetch coats on the children's behalf and offer to dress the children. This means that children's self-care skills are not developed to the fullest potential in readiness for the next stage of their learning.

Children have access to a wide range of equipment to develop their physical skills. They particularly enjoy riding scooters and using the slide. As a result, children are fit and healthy and benefit from the fresh air on a daily basis. Staff consistently give the highest priority to the safety of children. They regularly talk to the children about stranger danger and road safety when they go on outings. Children know how to keep themselves safe. For example, they are given reminders about being careful when walking across plastic stepping stones when it has been raining. There are good hygiene standards in the setting and children are developing a good understanding of their personal hygiene routines as they follow daily routines. For example, they wash their hands before meals and after using the toilet. Staff are caring and attentive to the individual needs of children. For example, when children are not feeling well parents are informed immediately and all medications for children are accurately recorded, administered safely and stored appropriately.

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

Safeguarding policies and procedures are implemented well in this setting. Staff have a very good knowledge of the signs and symptoms of abuse and know who to contact should they have concerns. They attend safeguarding training on a regular basis so they are up-to-date and are extremely vigilant. Risk assessments are comprehensive and are reviewed on an annual basis or more frequently if required. Staff ensure the premises are safe by identifying any potential hazards and removing them accordingly. Staff are also trained in paediatric first aid which helps to keep children safe. Vetting and recruitment checks are robust and effectively ensure that only suitable people are allowed to work with children. All the required documentation is in place to safeguard and promote children's welfare.

The manager and staff have a good overview of children's learning. The manager carries out effective quality checks on the observation and assessment records that staff complete to track children's progress. Staff ensure their planning covers the seven areas of learning and the manager monitors this to ensure that each area of learning is covered in sufficient depth to meet each child's needs. Consequently, assessments are accurate and any gaps in learning are quickly identified and support is put in place swiftly. As a result, all children make good progress given their starting points. The manager and her staff have a secure knowledge of the Early Years Foundation Stage and they regularly attend training. Staff successfully update their skills because they are encouraged to share good practice from the training they attend. For example, the manager attended 'Every Child a Talker' program (ECAT) recently, and she cascaded the information to the rest of the staff. As a result, staff have a better knowledge about how to enhance children's communication and language skills. Staff have made good progress since their last inspection and have met previous actions. For example, the manager monitors the quality of teaching more effectively and gives constructive feedback to staff. This effectively means that weaker teaching is addressed and children make better progress. There is a stronger emphasis now on child-initiated play so that activities are not overly directed by adults. Staff also successfully plan challenging and stimulating activities and children are now making good progress. The manager has an accurate view of her setting. Views from parents, children, staff and the local authority are taken into account and are used successfully to improve outcomes for children. As a result, the setting has a good capacity to improve.

Partnerships with parents and other early years settings are strong and contribute well to children's learning. Staff regularly keep parents informed about their child's learning through discussions, emails and text messages, newsletters and daily diaries. Parents say they like to receive pictures and texts during the day as it reassures them that their children are happy. When children leave to go to nursery or school staff ensure information about their learning is shared effectively with practitioners.

### **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

<b>Unique reference number</b>	EY465150
<b>Local authority</b>	Tameside
<b>Inspection number</b>	962940
<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>	20
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Amanda Jayne Greenwood
<b>Date of previous inspection</b>	11/02/2014
<b>Telephone number</b>	07804832720

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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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