

## Inspection date

27 May 2015

Previous inspection date

16 December 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff's knowledge of the Early Years Foundation Stage is inconsistent. Therefore, some staff do not identify challenging next steps for children to make progress or have a secure understanding of their developmental stage.
- Managers do not monitor all children's development so that they have a secure knowledge of how they are developing. This means that they do not effectively identify gaps in children's learning to enable additional help to be sought for them.
- Managers do not provide effective supervision for staff and offer limited training to support their practice. Therefore, individual training needs are not quickly identified.
- Staff do not always deploy themselves effectively within the environment to ensure they provide all children with support during their play.
- Staff do not use aspects of the daily routine, such as snack time, to further develop children's independence and development of life skills.

### It has the following strengths

- Staff provide a range of activities, which children enjoy.
- Children have secure relationships with staff. The staff praise and encourage children during activities, which helps to develop children's self-esteem.
- Managers and staff have satisfactory relationships with parents. They understand the importance of partnership working and sharing information to support children's emotional well-being.
- Managers work in partnership with schools to ensure children are prepared and move smoothly onto their next stage in learning.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all children's progress is effectively monitored so that any gaps in their learning and development are quickly identified and addressed
- ensure managers monitor all staff effectively and provide them with support and specific training to develop their practice.

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

- develop effective ways to evaluate the provision and staff practice to identify areas for improvement and act on these
- consider staff deployment to improve their interaction with children to enhance learning opportunities
- develop older children's independence and self-help skills to provide them with necessary life skills.

### To meet the requirements of the Childcare Register the provider must:

- provide training which is necessary to ensure that all staff have suitable skills to care for children (compulsory part of Childcare Register).

## Inspection activities

- The inspector observed all age groups and their play and learning opportunities.
- The inspector tracked children's development and spoke with staff to gauge their knowledge and understanding of the learning and development requirements.
- The inspector spoke to parents to gain their feedback on the setting and staff.
- The inspector spent time with managers discussing their roles and responsibilities.
- The inspector took part in a joint observation with one of the managers.

## Inspector

Hannah Barter

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children have access to a variety of resources, which promotes their independence. Pre-school children enjoy learning about countries and 'fly' on their aeroplane to China. Staff plan a range of activities, such as early writing and recognising shapes and numbers, to support children's development in preparation for school. Some staff make regular observations of children's play and have a confident knowledge of how to identify challenging next steps for children's learning. However, some staff do not. Therefore, monitoring and tracking of children's progress in different age groups is inconsistent and the quality of teaching is variable. Children enjoy exploring various creative activities, such as painting. Children demonstrate confidence when using paintbrushes and spend long periods creating pictures. They have access to an outdoor area, which provides them with space to explore. However, staff do not always deploy themselves effectively to provide children with support during their play. For example, some young children found it difficult to climb up slides, while some older children needed help to get on and off the seesaw.

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

Staff have a sufficient understanding of children's routines. They talk to babies about their food and praise them when they eat and feed themselves. However, staff do not fully promote older children's independence during snack times. Children behave well and have a good understanding of what staff expect from them. Staff give children the opportunity to explore and provide them mostly with interesting activities, which motivate them to learn. Children have secure relationships with staff and confidently seek them out for cuddles if needed. This demonstrates that they feel secure. Children have a good knowledge and understanding of how to keep themselves safe when using the stairs. Children know that they have to walk so they do not trip and to hold onto the bannister for support. Older children enjoy playing with younger children and help them to explore different toys. This teaches children how to show consideration for others.

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

Managers have an appropriate understanding of keeping children safe. However, monitoring of the quality of staff practice, and observations and assessment for younger children are not rigorous enough. Staff have limited access to training and although managers are aware of staff weaknesses, they have not identified training or support to help them develop. This has had a negative impact on some children's progress. Managers evaluate the provision and welcome suggestions from parents to help them improve. However, evaluation does not focus on improving the quality of teaching. Managers use appropriate recruitment procedures to help ensure staff suitability. They ensure staff understand the safeguarding procedures and how to keep children safe.

## Setting details

<b>Unique reference number</b>	EY224991
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	842630
<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>	58
<b>Number of children on roll</b>	100
<b>Name of provider</b>	All Kids Ltd
<b>Date of previous inspection</b>	16 December 2010
<b>Telephone number</b>	01342 311757

All Kids Limited registered in 2002 and is situated in the Old Court House in East Grinstead, West Sussex. The setting is open each weekday from 8am to 6pm all year round except bank holidays. The setting employs 18 staff; of these, nine hold appropriate early years qualifications. The setting receives funding for free early years education for children aged two, three and four years.

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