

Kiddy Kapers Daycare

Inspection report for early years provision

Unique reference number EY355784
Inspection date 16/09/2009
Inspector Tara Street

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kiddy Kapers Daycare is privately owned and managed. It registered under its current name in 2007 and operates from a single-storey modular building in the grounds of Glenmere Primary School in Wigston, Leicestershire. Children have use of three playrooms and a covered veranda and enclosed playground. There are no issues which may hinder access to the premises. A maximum of 50 children aged under eight years may attend the setting at any one time. The setting currently takes children from six weeks and also offers care to children aged eight years to 12 years. The group is open five days a week from 7.30am to 6.00pm for 51 weeks of the year. The setting also offers out of school care before and after school during term times and all day during the holidays.

There are currently 60 children on roll. Of these 40 are under eight years and of these 25 are within the Early Years Foundation Stage. Of these, 15 are in receipt of funding for nursery education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the owner/manager, who work directly with the children. All of the staff hold appropriate early years qualifications. The setting is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Staff meet children's individual needs appropriately and promote most aspects of children's welfare and learning successfully. Children enjoy friendly relationships with the staff, who create a happy environment in which babies and children can play. Staff have experience of caring for children with special educational needs and/or disabilities and those who speak English as an additional language and ensure that all the children are included. Information obtained from parents and carers is used well to plan and to meet children's different needs. However, links with other professionals are less well developed. Planning for improvement, including processes of self-evaluation are not yet fully developed and some of the records required for the efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement

- improve assessment to make it clearer how children are progressing towards the early learning goals, ensure their next steps in learning are regularly identified and use this information to inform planning
- develop links with other local settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care
- extend the range of small tools and writing media available for children to experiment with during mark-making activities and provide more regular opportunities for children to access and develop their skills in using information and communication technology.

The effectiveness of leadership and management of the early years provision

Staff carry out annual risk assessments of the premises as well as visual safety checks before each session to ensure babies and children can play safely and enjoy their time at the setting. Staff members are appropriately qualified and deployed to provide good levels of support for the children. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. Records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff form friendly relationships with parents and carers of children. Parents are encouraged to be involved in their children's learning as staff exchange regular information about their progress and routines. Initial information about children's likes, dislikes and interests are requested before children start attending. This provides a sound basis for planning activities that the children will enjoy. The staff provide parents of babies and toddlers with daily diaries which record care routines and weekly planning is displayed in each room for parents' information. Staff work closely with parents to ensure all children's individual needs are met including those children with special educational needs and/or disabilities and those who have English as an additional language. They have built appropriate links with other professionals. However, links with other settings delivering the Early Years Foundation Stage, where children also attend, have not yet been established in order to ensure a complementary curriculum and continuity of learning and care.

The manager has an informal system in place to monitor and evaluate the provision and is aware of some of the areas for development. For example, the staff have recently reviewed the layout of the play rooms to allow children greater accessibility and choice. However, methods of identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self-assessment are not carried out. The recommendations from the last inspection have been dealt with effectively.

The quality and standards of the early years provision and outcomes for children

Staff have an appropriate understanding of the Early Years Foundation Stage and children's progress towards the early learning goals are generally supported consistently. Planning documents cover the six areas of learning well and ongoing observations undertaken by the staff enable them to record children's achievements. However, assessment records do not clearly show children's progress over time or regularly identify their next steps in learning to effectively inform planning. This potentially limits the settings ability to ensure each child's needs are being fully met. Children are happy and settled within the environment. A suitable range of age-appropriate activities and resources are made available to children. For example, children enjoy building a tall tower out of building blocks, investigate and examine the crocuses they planted outside and play in groups with the dinosaurs, which fosters active learning. Babies and toddlers experience many sights, textures and sounds as they enjoy touch and feel boards and various objects in the sand and water trays. This effectively improves their skills of coordination, manipulation and movement. Staff strive to involve parents and carers in their children's learning and work closely with the adjacent school so that children are well supported to make smooth induction if the children transfer to the school. Children's individual interests are built on as staff provide appropriate opportunities for them to develop their creative and writing skills. However, there is a limited range of small tools and writing media available for children to experiment with during mark-making activities, which slows their progress in their development of early writing skills. Children develop appropriate socialisation skills as they look out for and assist one another. For example, they patiently take turns on the bikes and share the spades in the sand tray. Games and activities are used suitably to promote early mathematical skills, such as using number when counting how many children are sat at the snack table or matching and naming number cards. Children's information and communication technology skills are promoted satisfactorily as they experience some opportunities to access battery operated resources. However, opportunities for children to explore technology such as programmable toys and role play resources are limited. Children's knowledge and understanding of the world around them is effectively promoted when they handle resources such as books, puzzles, musical instruments and role play equipment.

Children are developing a good sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors and the possible consequences of these. Children enjoy a varied and healthy range of snack options and are beginning to learn about healthy eating through planned activities and discussion. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they regularly participate in throwing, catching and climbing activities and go on nature walks around the school grounds.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met