

# Kiddisafe Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY402808
<b>Inspection date</b>	27/07/2010
<b>Inspector</b>	Kate Bryan

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<b>Type of setting</b>	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

Kiddisafe Pre-School opened in 2010 and is a privately owned pre-school. It operates from converted premises in Leicester City and children attend for a variety of sessions throughout the year. The setting is open from 8.30am until 5.30pm for five days a week and throughout the year. Children have access to a large room and associated facilities. A maximum of 40 children may attend the nursery at any one time. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are currently 12 children on roll and all are in the early years age group.

Children are cared for by six staff all of whom have childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and engaged at the group because the staff put a great deal of effort into knowing them as individuals. They also work closely with parents to ensure they have a good understanding of children's changing needs. Children make good progress in the Early Years Foundation Stage and a wide range of resources support a varied range of activities. Systems to monitor and evaluate the setting's performance are effective. These help in identifying areas for development and ways in which continuous improvement can be maintained. All required policies and procedures are in place.

## What steps need to be taken to improve provision further?

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

- ensure that staff understand they must declare all changes to circumstances which may affect their suitability to work with children.

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

Staff have a good understanding of how to protect children and are aware of signs of abuse. They have attended training in this area and are clear who to report concerns to. A useful policy is in place and people who are not vetted are never left alone with children. Recruitment procedures are generally robust, although, staff associations are not routinely checked to ensure children's safety is maximised. All visitors sign into the building so staff have a good awareness of who is on the premises.

Staff at the setting have created a child friendly environment in which children are secure and settled. Lots of displays of children's work also helps them to feel

valued. Free flow around the room presents children with lots of opportunities to follow their interests and move from activity to activity. For example, as children pretended to cook food in the small world kitchen and then moved onto the climbing frame. Detailed risk assessments are in place for indoors, outside and outings and access to the building is controlled via an intercom so children's safety is well promoted.

The staff team are all qualified and the leader is undertaking an early years degree, the proprietor is also completing a diploma in management. Training is well supported at the setting and courses attended include first aid, the 'Four Themes', safeguarding, behaviour management and food hygiene. This demonstrates the settings ongoing commitment to ensuring children receive care from staff who are trained and interested in their work.

The proprietor has a good understanding of how to use self evaluation and is clear that this is a working document to promote development. Action plans have been set from this, for example, to develop planning for older children and this means improvements can be monitored. The staff are also using the 'Quality Improvements Framework' to ensure the children make good progress in their learning.

A useful range of operational policies and procedures are in place and these are worked through with parents verbally, a policy is also displayed weekly on the notice board. Parents also have the opportunity to comment on the running of the setting via questionnaires and staff are happy to act upon suggestions where this is possible. Staff are always available to be spoken with and parents are informed about their child's progress in the Early Years Foundation Stage through regular meetings at which targets are set. Parental participation in children's learning is also well promoted as they have the opportunity to join in with sessions, such as, cooking. Parents expressed positive comments about the nursery and staff and felt they were well informed about their child's progress. The setting is working appropriately with others who are involved in the children's welfare and care so they have a continuity of experiences.

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

Staff have a good understanding of the Early Years Foundation Stage which means planning ensures children make progress in all areas of learning. Children's starting points are linked to these areas and frequent observations highlight what children have achieved, they also have an individual learning journey in which the next step in their development is identified. Staff use lots of praise to let children know they are valued and children respond well to gentle reminders to remember simple rules, such as, sharing when they use information technology equipment. An 'Ideas Book' is in place which staff record in so all can benefit from suggestions and a setting journal has been introduced to help staff to reflect upon practice and suggest ideas for improvement.

Staff are skilful at linking activities so that children learn from all opportunities, for

example, children explored what objects could sink and float and this also helped them to learn about problem solving and the properties of objects. Children have lots of opportunities to explore their environment and initiate their own activities, for example, they brought snow indoors and weighed this and watched it melt.

Children are involved in planning and selecting what activities they would like to do and this ensures they are always engaged and enjoy their time at the setting. They interact well with staff and each other and readily respond to sensitive staff questioning which helps them to think about what they are learning. For example, staff asked the children questions at snack time about healthy foods and linked this with what children did at home which helped to embed their learning.

The setting is well resourced and the room is attractively laid out to provide children with opportunities to engage in a wide variety of activities. For example, there is a mark making area, book area, physical development area and a home corner. All resources are positioned at children's height so they gain confidence in making choices and several boxes are labelled so they learn to recognise words. A self signing in system also helps children to become familiar with letters. The setting has only just had an outside area completed so, previously, children have enjoyed trips to the local park where they have used large equipment, such as, swings and climbing frames to provide them with a good range of physical challenges. They have also enjoyed trips to the shops so they have a good awareness of the local community and their place within it. At the shops they choose fruit for snacks so they also learn about healthy eating. The children are excited by the natural world and help to care for tropical fish, they have also grown seeds and looked at worms. Children also enjoy junk modelling which helps them to learn about re-cycling and preserving their environment.

Staff and children interact warmly and key workers plan activities according to children's interests, for example, when children moved cars to the sand tray a future activity was set up there. They also learn about the needs of others as they fund raise, for example, Red Nose Day.

Children have a secure understanding of good hygiene procedures as they routinely wash their hands and use liquid soap and paper towels to prevent cross contamination. They also learn about healthy eating as they help to make food, such as, pizzas and help themselves to fruit and drinks. This also promotes their independence well.

Children's knowledge and understanding of the world is promoted well because differences are recognised and valued. This is achieved as a wide range of festivals are acknowledged and staff have learnt key words to enable all children to feel well included at the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2

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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