

Kiddie Kapers Neighbourhood Nursery

Inspection report for early years provision

Unique reference number EY295433
Inspection date 03/11/2010
Inspector Stacey Sangster

Setting address The Willow Centre, c/o 28 Brookfield Road, Ashford, Kent,
TN23 4EY

Telephone number 01233 641 156

Email carol@thewillowcentre.co.uk

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kiddie Kapers Neighbourhood Nursery and Crèche has been registered since 2004 and is managed by The Beaver Community Trust Committee. The nursery operates from four rooms on the ground floor of the Willow Children's Centre in the area of South Ashford. The crèche operates from the multi-function room on the same premises. There is access to secure enclosed outdoor play areas.

A maximum of 69 children may attend the nursery at any one time. A maximum of 20 children attend the crèche at any one time. The nursery is open Monday to Friday from 08:00 to 18:00 all year round. Children attend the nursery for a variety of sessions. Parents attending activities on the premises use the crèche facility, which operates on a flexible basis. The centre serves the local and surrounding area.

There are currently 128 children on roll in the early years age group. The nursery supports a number of children with special education needs and/or disabilities.

There are 21 staff working with the children. Of these, 19 hold appropriate early years childcare qualifications. The group receives support from the local authority early years advisory teacher, Sure Start and The Pre-school Learning Alliance. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the needs of children in the Early Years Foundation Stage well. They have good systems in place to reflect on and review their policies and procedures and to identify how these can be improved upon. The majority of arrangements in place keep children safe and promote their care and learning. They are committed to continually improving their provision and their capacity to improve is strong. Staff understand that each child is unique and plan a programme of activities and care that reflect this.

What steps need to be taken to improve provision further?

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

- enhance the suitable person checks by including health checks as part of the recruitment procedure
- assess children's progress by benchmarking their achievements against the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by this setting. Most elements of the vetting procedures are robust and help to ensure that only suitable people are employed to work with the children. The recruitment procedures include interviews, checking qualifications, Criminal Record Bureau checks, taking up references and employing staff on a probationary period. However only managers are requested to complete a health declaration and no specific questions are asked about others staff's health as part of the suitability checking procedure. This weakens the effectiveness of the vetting process; as some medical conditions, may make individuals unsuitable to care for children. Other safeguarding arrangements ensure that the children have a secure and safe environment in which to play and explore. Risk assessments are thorough and the required records are maintained. Ratios of adults to children exceed the minimum requirements and the ratio of qualified staff is greatly in excess of the required 50%.

Resources in this setting are excellent. They are of good quality, are well maintained and easily accessible to the children. All children have equal access to the toys and equipment and the range includes items which ensure that most children are able to find positive images of themselves and their families. The partnership with parents is fully embedded in relation to care and emerging well in relation to education. Extensive information is gathered from parents in relation to children's care needs before they begin at the setting. Some of this information supports the staff's knowledge of where the children are in their learning. The setting values the partnerships that they develop with the parents. As part of a children's centre provision they often signpost avenues of support and guidance to parents and have very good links with professionals such as speech and language, health visitors and National Health Service professionals. All staff are involved in the self-evaluation process and contribute ideas towards improving the setting. Staff consider that they are supported well in the setting and have access to ongoing training and career development.

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

Children enjoy their time in this setting. They come into their play rooms showing excitement at what activities are on offer and most separate from their carers with ease. Staff and children develop positive relationships and a key worker system ensures that a member of staff is identified to specifically monitor, support and plan taking into account children's individual needs.

All children are making good progress in all six areas of learning, given their starting points. Staff observe children and plan activities to support the next steps in their development. Currently the setting is not benchmarking children's progress and as such is tracking rather than assessing how well they are making progress. This reduces the setting's ability to respond swiftly to narrow any gaps that occur,

although the staff's sound knowledge of the stages of development ensure that any significant gaps are identified and addressed. The setting also focus their planning on identifying an activity that will support a child rather than the skill that they need to focus on developing next. This does not reflect that all staff are capable of supporting any skill development using any of the resources that children choose to engage with. As such there are missed opportunities for children to be focusing on their next developmental step in almost all activities that they are taking part in.

Children are developing a good understanding of how to keep themselves and others safe. They understand how to use equipment safely and to join in with taking responsibility for clearing away toys so that they do not pose a tripping hazard. All children engage enthusiastically with routines to promote their health. Older children understand that hand washing removes germs which could give them a tummy ache. The children have excellent opportunities to engage in physical play in the fresh air and as they move through the setting they are increasing in their understanding, that active lifestyles support their health and wellbeing. Children have access to a wide range of healthy meals and snacks. Staff use mealtimes to talk about healthy eating and children understand from an early age, which foods are good for them and which they need to eat in moderation.

Children of all ages show that they feel safe in the setting. They approach adults without hesitation and appear happy and relaxed throughout their time in the setting. Children receive prompt attention if they do show any signs of anxiety and this helps them to be quickly reassured.

The children are encouraged to build positive relationships with each other and the staff. The setting supports a number of children with special educational needs and/or disabilities and English as an additional language and children are supported to interact with each other and find ways to play in ways which include each other. Positive strategies are in place to support children's behaviour including stickers and lots of positive praise.

The children are all developing skills which will support them in the future. They are supported to become independent and confident to try new things. Children are encouraged to explore and investigate and as a result are becoming active learners.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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