

Just Kidz

8th Sheppey Scout Hut, Broad Street, Sheerness, KENT, ME12 1EA

Inspection date

Previous inspection date

12/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff use good procedures to help children develop their confidence and build strong relationships with staff and others.
- Staff provide a good range of interesting and exciting activities for children to use which engage them in their learning.
- Staff enable children to extend their learning by choosing their own activities.
- Staff are proactive in keeping children safeguarded and secure in the setting.

It is not yet outstanding because

- At times staff miss opportunities to teach children about risks in the environment and how these may have an impact on their play.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with the provider, staff, parents and children.
- The inspector sampled a range of documents including the safeguarding procedures and the accident and incident records.
- The inspector observed children moving freely around the setting.
- The inspector invited the provider to conduct a joint observation.

Inspector

Linda Coccia

Full report

Information about the setting

Just Kidz originally registered in 2007 and re-registered in 2013. It operates from one room in a Scout hall. It is situated in the town of Sheerness, Kent. All children share access to an enclosed outdoor play area. The setting is open each weekday from 9am to 3pm, term time only. This setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides funded early education for two-, three- and four-year-olds and there are currently 36 children on roll in the early years age range. Children come from the local catchment area. The setting currently offers support to children with special educational needs and/or disabilities.

The setting employs seven staff, of whom four, including the provider, hold appropriate early years qualifications at National Vocation Qualification (NVQ) level 3 or above. The manager holds an early years degree. There are three staff who are currently training at NVQ level 2.

What the setting needs to do to improve further

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

- strengthen procedures to encourage children to further develop a sense of risk in their play.

Inspection judgements

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

All children are making good progress towards the early learning goals, in relation to their stage of development and abilities. This is because staff provide a wide range of good quality toys and equipment for children to choose from and explore. Staff use a number of good teaching methods to effectively engage children in conversation during their play. Staff use a wide vocabulary in their language in order to teach children to use a variety words during their discussions. For example, one child told a visitor about a huge burger they had eaten.

Staff provide children with activities which support their learning and use good methods to teach children in all of the areas of learning. This has a good impact on the children because they are inquisitive and confident in their play. Children have access to computers which they can competently operate themselves. They enjoy working with a friend and discuss what they need to do next to move the programme on. Not only are they using technology but are working together with others. Children also communicate well using the brightly coloured interconnected telephones. These allow up to six children to engage in conversations with each other. The children are enthusiastic during group story time.

They eagerly engage in answering the questions and thinking up different rhyming words. They are rewarded with praise when they get answers right.

Staff provide a good selection of activities for the garden. Children learn to negotiate the stepping beams to increase their balancing skills. They take each other for rides on the pedal bicycles and make their own activities from crates. Staff teach children about wildlife by helping them catch bugs and look at them through magnifying glasses. Children are encouraged to be creative by using a wide range of sticking and painting materials which they access easily. The children are eager to be helpful and like to please staff. They help to set up the painting easel and select the different sized brushes used by everyone. Many children can recognise letter and number shapes and use them appropriately during activities, from counting how many bricks in a tower to answering questions at story time. The children enjoy their time at the setting.

The provider encourages staff to engage with parents and keep them up to date with their children's learning. Staff offer parents suggestions for the use of activities at home to extend their children's learning. The provider's use of new children's diaries further supports partnership working with parents to benefit the children's learning each term. The staff talk to children about their transition to school and participate in activities with them to help children be emotionally and physically ready for school. Staff use a more structured approach with older children during their last term to help them make sense of the forthcoming changes in their lives.

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

The provider uses effective care practices to help children feel emotionally secure in the setting. Children demonstrate that they are happy to attend and sometimes do not want to leave. The well-established key-person system helps children build strong bonds with staff, thereby gaining confidence in their own abilities and skills. Children demonstrate this by talking to visitors about what they can do. The well-resourced environment gives children plenty of opportunity to explore their surroundings and to develop their growing independence. The emotional well-being of children is a high priority for staff especially at the time of children's transitions to school.

The staff are good role models and are respectful to the children. This helps children learn to be respectful to others. The staff use simple rules to teach children about their behaviour, how to be nice to each other and share toys and equipment. However, staff do not involve children in any risk assessment processes to allow them to gain a further understanding of their safe behaviour around equipment and risk taking in different environments. The staff are also effective in teaching children about self-care skills such as toileting and hand hygiene at meal times. The provider records all instances of nappy changes to pass the details on to parents so they are aware of the care provided for their children. Children are encouraged to be independent in readiness for school.

Children have a good healthy lifestyle at the setting. They have snacks which are healthy and nutritious. Staff effectively teach children about food hygiene as they participate in

cooking activities. Staff are also effective in teaching children about healthy food during their regular discussions with children at lunch time. This enables children to learn which foods are good for them and will help them to grow.

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

The provider demonstrates a good understanding of the Early Years Foundation Stage. She uses a range of good policies and procedures to organise her setting. They range from procedures for recording nappy changing to keeping children safe in smoke-free premises. The provider responsibly meets the safeguarding and welfare requirements by providing and adhering to good safeguarding procedures which are available to parents. All staff receives child protection training to help them to keep children safe in the event of concerns about their welfare. The setting has a designated child protection officer to support staff in the protection of children. All staff hold an enhanced disclosure issued by the Criminal Records Bureau or the Disclosure and Barring Service. This ensures that suitable staff look after children. The provider demonstrates her responsibility towards her staff and their professional development by conducting regular supervision meetings, annual appraisals and training to enhance their skills. This ensures that well-informed staff look after children.

The provider uses good procedures to engage with other health and education professionals in order to promote equal opportunities and support children who require additional help. The provider always consults with, and involves, parents in her discussions with other agencies especially when providing written reports when requested by the other agencies. The provider also has good links with other settings in her area. This ensures that children who attend more than one setting receive good support and continuity in their care and learning. Parents report they are happy with the service provided. They state that they receive plenty of information about their children's progress and their children are happy to attend.

The provider and her staff meet the learning and development requirements by providing good educational programmes for the children. They have a secure understanding of the areas of learning and how children learn. The provider uses good procedures to regularly monitor her staff's assessment of children's abilities and how they plan activities to help children progress. She monitors staff performance effectively to ensure that all children participate in activities pertinent to their needs and interests, and when necessary, the appropriate interventions are in place.

The provider regularly reviews all her policies and procedures to ensure they are meeting the needs of the families who attend. With the help of her setting improvement partner from the local authority she is monitoring all aspects of the setting, especially the information provided for parents. For example, she has prepared a new term diary for each child to help include parents in their children's learning in a more effective manner. This demonstrates she is able to maintain the continuous improvement of her setting to

benefit children and their families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY471121
Local authority	Kent
Inspection number	967309
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	36
Name of provider	Christine Nicola Shiel
Date of previous inspection	not applicable
Telephone number	07817528564

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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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