



Kool Kidz Club

Inspection report for early years provision

Unique Reference Number	EY314738
Inspection date	28 September 2006
Inspector	Margaret Baines
Setting Address	Breck Primary School, Fouldrey Avenue, Poulton-le-Fylde, Lancashire, FY6 7HE
Telephone number	01253 885 319
E-mail	
Registered person	The Committee Of Breck School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kool Kidz Club provides both out of school care for children age from four years to 10 years and pre-school care for children from three to four years within a designated classroom and other designated areas within Breck Primary School. The children also have access to the outdoor area which houses adventure play equipment. There are currently 72 children on roll. The setting is open from 07.45 to 17.45 each week day during term time. The setting is managed by a management committee with the day to day running assigned to a qualified manager and a team of staff of whom 50% hold a relevant childcare qualification.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children have a good understanding of the importance of hygiene. They understand that they must wash their hands at appropriate times of the day and the younger children are encouraged to develop this procedure supported by good teaching from staff. They can independently visit the toilets and wash their hands. Children develop good awareness of how to care for their health needs and know that they need their hats and coats when it is cold out of doors and their sun hats when it is hot. Children understand about the needs of their bodies and can identify when they need a rest or a drink. Their health needs are met through the provider's good health and hygiene policies and procedures. Key staff hold a current first aid certificate and feel confident to deal with a first aid situation so promoting children's health needs effectively.

Children are developing a good awareness of foods that are good for you through the five fruit and vegetable policy that the setting supports each day. Planned activities, such as food tasting also develop children's awareness of healthy eating. Children know when they need a drink and readily help themselves from the water cooler available. Their dietary needs are met as the provider records full information from parents. Children chat happily in their social groups at snack and lunch times, as they enjoy their packed lunches and snacks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and safe indoor environment. This is planned to meet their needs by ensuring play areas continue to be maintained to a high standard. Resources are readily available for children to make choices because staff carefully plan the environment to ensure children are stimulated effectively. This is evident in both the nursery and the out of school provision. Children learn to keep themselves safe because staff are skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. The setting has a comprehensive risk assessment in place, which effectively minimises the risk to children and helps to keep them safe as they play freely. However, the safety of the children when close to open windows could be a concern.

The environment is very welcoming to parents and children and is enhanced by good examples of children's own work, which is attractively displayed. Photographs of children at play also reflect the positive ethos of the setting. Children delight in their work; they are eager to share this with others. Children are excited as they play in a setting where they can move freely and without restriction, as they access good play materials and choose activities and resources from those set out on tables, floor mats and in low level drawers. The environment for young children is carefully planned through staff's good knowledge to ensure their safety and enjoyment in all aspects of their play.

Children's welfare is protected because staff are clear in their role in child protection and understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow should a situation occur which requires a referral to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is good.

Children look forward to coming to the setting. They enter happily and quickly engage in a favourite activity as they await the arrival of friends. They go to play confidently before registration time. They demonstrate good independent learning skills. Children enjoy creative play, they write, they draw and paint as they begin to form relationships and make friends. They are developing good imaginative skills as they enjoy the role play and creative activities.

They actively respond in group time contributing their ideas facilitated by the good staff questioning. For example, they share news about themselves talking about what they have been taking part in at home. Their curiosity and eagerness to play and learn are fostered through the well organised provision of choices of play and the enjoyable focused activities. Children make good progress as staff have a secure knowledge of the Curriculum Guidance for the Foundation Stage and activities which will interest the out of school children.

Children enjoy an imaginative and varied range of activities that helps them to make progress in all areas of development. Their individual learning needs are assessed by the key staff, although more detailed assessments are limited at present. Staff are clear about what children can do and therefore plan for the next steps within the planned activities. Children are becoming competent learners and use their very good number and language skills effectively in their play and as they respond in focussed activities. All children have their care needs met well through the daily routines and the time given by staff to each child to support and encourage their well-being. Children who attend the before and after school club also enjoy a good range of activities, which meet their needs, as staff consult with the children to ensure the activities are both exciting and challenging for them. Children enjoy a varied programme as they wait for school to begin and at the end of the school day. For example, they enjoy outdoor play in the very exciting adventure play area. They may also choose quieter activities, such as art work, board games or simply chatting with friends.

Nursery Education

The quality of teaching and learning is good. Children's individual learning needs are ably provided for by good curriculum planning that specifies the coverage of the stepping stones with consideration in the main given for ability levels and younger children coming in during the year. Staff are clear about what the learning intentions for the daily focused activities are. Children's desire to learn is stimulated by the exciting range of activities organised, such as printing using a range of different fruits and fruit tasting. Children also enjoy the role play as they pretend to be a shop keeper or a customer. The present theme of colours provides many interesting activities for the children to enjoy. Children eagerly select resources for their play ideas and freely move around the areas of the well planned provision to settle to read a book, play in the home corner or the construction area. However, there are at present limited

opportunities for children to create spontaneously. Children persist at their play for good periods of time and concentrate intently in the group times that are well focussed by staff to encourage their sharing and listening skills. Their progress is assessed by staff identifying the key skills achieved, however the recording of this information is at present is limited. Information from parents at admission is used to inform planning children's next steps in their learning. Children's specific achievement of stepping stones towards the early learning goals are recorded within their development records and the Lancashire profile document, although at present this is limited.

Children are making good progress in all areas of learning supported by effective teaching that stimulates their curiosity and motivation to learn. They use numbers readily in their play and can count to five and some beyond as staff make good use of everyday opportunities, such as circle time to extend children's mathematical skills. Their calculation skills are developing, as they decide how many fruits are in the dish and how many plates they require at snack time. They eagerly identify shapes, such as a square and a circle. Children have good opportunities to recognise numbers as they consider the day of the week and match numbers in activities. Children also have very good communication, language and literacy skills as they eagerly use their good range of vocabulary to express their ideas during circle time as they talk about home and their adventures. Children enjoy story time and music and movement, where they enthusiastically sing songs from memory. They use their thinking skills to explain how they will fix construction pieces together. Children's emergent writing skills are developing, as they write their name on their art work. Additional writing resources are not always available in the role play area. The environment has many clear and attractive labels to help children understand that print carries meaning.

Children competently use tools as they make models and create collages where they use glue sticks and scissors. They have good opportunities to develop their imaginative and creative skills, as they enjoy the role play in the home corner with the good selection of props. The delightful areas of continuous provision provide children with many exciting choices to promote their enjoyment and learning. Children enjoy music and are learning to sing songs from memory. They have good access to musical instruments as they develop their skills to recognise loud and soft sounds. Children are learning to work together cooperatively sharing and helping each other fostering their social, emotional, cultural and spiritual development well. Children show good care and concern for each other and readily relate to each other's experiences and news. Their good self-esteem is encouraged by staff who foster children's sense of belonging to their community and their place in their close and extended families.

Helping children make a positive contribution

The provision is good.

Children are enthusiastically welcomed into the setting; they are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum. This applies to all children, whether they attend daily or on a part-time basis. The inclusion of all children is actively planned and monitored.

The children are learning to take responsibility for their behaviour because the staff follow positive and effective strategies for helping children learn to manage their behaviour. Children

learn the boundaries and guidelines because staff are consistent and are very good role models, having high regard for each other and the children. Children's behaviour is very good; they learn right from wrong because staff are consistent in their approach and provide gentle reminders to reinforce boundaries.

The partnership with parents is good. The effective partnership contributes significantly to children's well being. Parents are provided with comprehensive information, which informs them about the care provided. Parents' views are actively sought and they are provided with regular information to update them on aspects of the pre-school and the out of school club. Parents learn about their child's development through discussion and strong links with the key staff. They are actively involved in their child's learning by providing detailed information at the time of the child's registration. They also update staff on any significant changes and development and they contribute to the topic work particularly with the funded children. This ensures children's individual needs are met and a strong link is made with home.

The children learn about their community and other cultures, as they engage in activities which promote their understanding. Children experience celebrations of various festivals, such as Chinese New Year. They also enjoy Christian celebrations, such as Easter and Christmas.

Children enjoy playing together and learn to share as they wait their turn. For example, as they play in the play house and with the small world toys. They learn to manage their behaviour and are well mannered as they ask for a drink, saying please and thank you. This positive approach fosters children's spiritual, moral, social and cultural development

Organisation

The organisation is good.

Children's care is enhanced by a well organised environment, which enables children to make choices from a very good selection of appropriate resources. Children's needs are met and safeguarded because all legally required documentation is well maintained. All policies and procedures are regularly reviewed and updated. As a result, children's welfare is further protected. The setting has provided a robust system for the vetting and clearance of all staff, in line with the change in legislation, to further meet the needs of children.

The leadership and management is good, with staff being led by a committed management team. They work well together as a team and support each other in their roles. Training is promoted for all staff to increase their knowledge and skills, to improve their practice and therefore the care of the children.

The setting promotes the education and outcomes for children well, with a team of committed staff who continuously review their own performance through staff meetings and monitoring children's progress. The management monitor staff performance through direct observation and discussions, in order to improve the care and education provided for children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the safety of the window openings to ensure children are not at risk from harm when playing close by.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children have opportunities to make marks for a purpose in a variety of areas within the setting
- ensure children have regular opportunities to create spontaneously
- ensure that staff regularly observe, monitor and record children's achievements as they progress along the stepping stones.

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