

# Club 4 Kids Childcare

Inspection report for early years provision

---

**Unique Reference Number** 127117  
**Inspection date** 31 January 2008  
**Inspector** Karen Scott

**Setting Address** Hampton CP School, Fitzgerald Avenue, Herne Bay, Kent, CT6 8NB

**Telephone number** 07802 738256  
**E-mail** kez21@talk21.com  
**Registered person** Kerry Lee Booty  
**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](http://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?

Club for Kids Childcare opened in 1998 and operates from three rooms in the grounds of a school in Herne Bay. A maximum of 70 children may attend the settings, 40 at the nursery and pre-school, at any one time. The setting is open each weekday from 09.00 to 14.45 in the nursery, and from 09.00 to 15:00 in the pre-school, term time only. A holiday and before and after school play scheme runs from 09.00 to 15.00 during the school holidays and from 15.00 to 17.00, term time. All children share access to a secure enclosed outdoor play area.

There are currently 83 children attending the play scheme and 59 children aged from two to under five years on roll. Of these, 38 receive funding for early education. Children come from the local and surrounding community. The group currently supports a number of children with learning difficulties and/or disabilities.

The setting employs 11 members of staff. Of these, 8 hold appropriate early years qualifications and 3 are working towards qualifications.

The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children learn the importance of good personal hygiene. They independently visit the bathroom and wash their hands after using the toilet, before eating and after messy play. Younger children have their own flannels in named bags. However, children are not routinely protected from cross contamination at nappy changing time. Staff wear protective gloves and aprons but change only the gloves between children and keep the gloves on when recording in a log what they have just done. While having their nappies changed children enjoy looking at photographs of other children, which are displayed above their heads, and staff involve them in lots of one to one conversation. Children have daily physical exercise in one of the outside play areas or indoors in inclement weather. This helps them to understand the need for regular exercise as part of a healthy lifestyle. Children are protected from the sun as the group asks parents to apply sun lotion, ensure children wear hats and have a shelter to offer protection when the sun's rays are strong. Children are protected from contagious ailments as infectious children do not attend and parents are contacted when children are taken ill.

Children receive healthy snacks such as fruit, vegetables and yogurts, encouraging them to develop healthy eating habits. The school provides hot meals and the temperature is checked before children receive them. Food complies with children's dietary and religious needs and they are protected from food they should not eat as this information is clearly displayed with photographs so that all staff are aware. At snack time, children are offered milk or water to drink and independently pour it themselves. Between snacks, younger children may ask for a drink whenever they need one and older children help themselves to their own sport bottles. This helps to ensure that children remain hydrated. Children at the after school club help themselves to a drink and a healthy snack when they first arrive. However, the group runs a tuck shop where children may purchase sweets each day spending whatever they like.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from playing in a spacious, bright, welcoming and well-organised environment, which they move around in with ease and in safety. They have safe and easy access to toys and resources, making choices about what they wish to play with. Children play in a safe and secure environment. Regular risk assessments are undertaken and recorded in writing and necessary steps taken to minimise any risks to children. Toys and resources are checked to ensure that they are safe to play with. Doors and gates are locked, children cannot access items that could be dangerous and staff take extra care when drinking hot drinks that are in lidded cups. A clearly defined procedure for evacuation of the building is displayed and practised regularly meaning that if the children do need to vacate the building in an emergency they will not be alarmed. There is not a smoke detector in the pre-school room, which could put children at risk if a fire was to start in this room. However, smoke detectors placed in the rest of the setting are audible. Children are closely supervised when playing outside in the fully enclosed gardens, staff stand close to climbing apparatus to ensure that children stay safe and explain clearly to children how to play safely on them.

Staff have a good understanding of the signs and symptoms of child abuse. They have attended training and feel sure that they would recognise the signs of abuse. Staff also have a good understanding of the procedures to follow if they have any concerns about a child in their care.

A written child protection policy is shared with parents and carers ensuring that they are informed of the process should the setting have any concerns. This helps to safeguard children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, relaxed and confident. Staff are warm and affectionate towards children making them feel comfortable and valued. Children are forming close relationships with their peers and the adults at the setting. Children show independence making choices about the activities that they would like to become involved in, taking off their own shoes and socks when preparing to play in the sand, for example. Staff encourage children to undertake tasks themselves but give good support when children are learning new skills. Adults interact with children, extending their learning and play but also know when it is appropriate to stand back and let children lead their own play.

Activities are planned using the Foundation Stage Curriculum and the Birth to Three framework alongside each other in order to plan for all ages and stages of development. Younger children are observed and assessed using the framework and that learning is interlinked into the Foundation Stage as they become older. There are many opportunities for younger children to explore their imaginations and to become independent children in a caring environment.

### **Nursery Education**

The quality of teaching and learning is good. Each area of learning is given equal importance and activity plans are displayed clearly with all staff knowing their roles. Activities are planned around themes and are adapted to meet individual children's needs. Children participate in a range of child initiated, adult initiated and adult directed activities. They show initiative, choosing what they would like to play with and concentrate when undertaking tasks. Staff understand that children have not necessarily achieved a stepping-stone until they have observed that achievement several times. Observations of the children are recorded clearly and are used to assess and to plan children's individual learning needs.

Children move confidently around the setting. They take turns and share resources, often working together in large groups to complete jigsaw puzzles, for example. They talk happily about things that they have previously enjoyed while at the pre-school. Children take pride in undertaking tasks such as laying the table for lunch.

Children have their own drawers where they place items to take home such as drawings of their families and friends. Adults engage children in conversations, asking questions to extend children's vocabulary and listening to what they have to say. Children are encouraged to listen. For example, when calling children to line up the adult says their names very quietly in order that children have to concentrate and listen. Children use descriptive language to verbalise their experiences when playing. Adults help children to link sounds to letters through regular eye spy games which children enjoy participating in. There are many examples of the written word displayed around the setting and regular opportunities for children to recognise their names. Children participate in group story sessions joining in with their favourites and using story props to good effect. The setting understands how children need to master gross motor skills in order to develop their fine motor skills. Children help themselves to the resources they require to practise pre-writing skills as part of their play. However, they miss the opportunity to attempt writing their names on their work as staff automatically do this.

Children see numbers around the setting and have a number of the week, which they identify, and rote count to each day. There are opportunities for children to practise their counting at adult directed activities but limited opportunities for them to do so through every day situations. When playing with small bears children sort them into groups and discuss the concepts of more and less. Children play with, recognise shapes in the setting, and discuss shapes that they see elsewhere such as at home and the shape of their faces.

Children look for mini beasts in the garden, using magnifying glasses to aid their search. They use torches to explore in the dark and enjoy playing with liquid bubbles, blowing and popping them. A table has boxes with items of interest on for children to look at. However, the boxes are lidded and very small and consequently children do not show interest in them. Children participate in cookery sessions and have grown their own fruit and flowers. They confidently use the computer and cassette player, making choices about what they wish to play with and using the technology skilfully. Visitors to the setting, such as the dentition, and journeys on trains extend children's knowledge.

Children have daily physical exercise. They gain control of their bodies balancing on benches, for example, manoeuvring around each other, avoiding obstacles. Activities have helped children to learn the names of body parts. Children skilfully roll balls down planks of wood. They competently use tools such as scissors and are encouraged to undertake difficult tasks such as twisting elastic bands around rolls of newspaper.

There are many opportunities for children to explore different materials and textures using their hands and feet. Children help themselves to musical instruments and improvise using cardboard tubes, for example, to make music. They use their imaginations when playing in the role-play area and with small world toys. Children recreate experiences such as visiting the dentition. Adults extend children's imaginative play but sit back and observe too.

### **Helping children make a positive contribution**

The provision is good.

The setting has a good understanding of equality of opportunity and a positive attitude towards diversity. Children are treated with respect and made to feel good about themselves. Differences are acknowledged positively and children talk about things that are important to them such as family members and holidays. Children have access to a reasonable range of resources that reflect the differences within society and participate in festivals celebrated by various cultures. Families share their own celebrations with the group. Families and children come together to raise funds for various charities and become involved with the local community. Children show care and concern for one another. They take a bear home and parents are encouraged to write in the book what the bear has been doing. This makes a connection between home and the setting. The group has a lot of experience and a very good understanding of caring for children with learning difficulties and/or disabilities. Children's developmental needs are discussed with parents and concerns raised quickly, ensuring consistency of care. The group works with parents and other agencies to support children and meet their individual needs. All children learn to sign their basic needs. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from lots of praise and encouragement and from some basic ground rules which are consistently maintained by the staff. Each day children visit the rules as they are shown photographs of children at the setting with captions underneath. Appropriate strategies, according to the age and stage of development, help children to understand right from wrong. However, there are times during pre-school's routine when children become disruptive such as

when waiting for lunch and when story time is interrupted as some children leave to go home. Staff are aware of this and are looking at ways to manage behaviour at these times. Children are given warning to tidy up which gives them time to wind down their play and they do so willingly putting everything in correct places. Parents are involved in devising strategies to support children so that they learn acceptable behaviour.

Partnership with parents and carers is good. Parents are welcomed into the setting at the beginning and end of each day and staff chat to them about their children's day giving parents support and guidance too. Parents are also kept informed through newsletters and regular 'Stay and Play' sessions when they do just that they have the opportunity to look at their children's portfolios and to talk to staff. There are many photographs on display and notice boards with helpful information for parents. Parents know how to complain. They are very happy with the care that their children receive. Parents and carers receive written information explaining the Foundation Stage, the different areas of learning and how children progress through them. They also receive many helpful ideas on how they can extend their children's learning at home. Parents and carers may look at their children's portfolios whenever they wish and are free to take them home to share with family members. Parents acknowledge when they have read their children's portfolios and add comments if they wish. Parents and carers feel that they are well informed.

### **Organisation**

The organisation is good.

Children benefit from well-organised space, time and resources and they receive sufficient adult support to help them feel secure and confident. The group keeps themselves well informed of current childcare practices by attending many relevant courses. Training is assessed to find out how valuable it has been towards helping staff to promote and improve the care that they offer children. Parents' views and opinions are regularly sought through questionnaires for example. The group listens to what parents say and built a shelter as suggested by parents. The setting is forward thinking, making plans to improve the environment that children play in. Staff are given roles and a rota ensures that they are deployed appropriately. All relevant and mandatory documentation is in place and well maintained. Before children start at the setting parents supply information that enables staff to give appropriate care. Parental written consents are obtained and a record of children, staff and visitors times of arrival and departure are recorded meaning that there is an accurate record of attendance should it be needed. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The group regularly evaluate their practice in order that they can make improvements to the delivery of the Foundation Stage. Staff work hard as a team and are aware of their roles, working with minimal direction. Records of transfer are sent to schools that leaving children are attending and the pre-school liaises with the local school to work together to help children to meet the Early Learning Goals. The supervisor knows the children that she cares for and alongside the other staff monitors the delivery of the curriculum to ensure that all children are being planned for and extended in all areas of the Foundation Stage.

### **Improvements since the last inspection**

At the last inspections, six recommendations were made for improvement to care and for improvement to the education that children receive.

Under care it was recommended that the setting develop staff's knowledge and understanding of child protection issues, ensure that staff to child ratios are maintained at all times, ensure that electrical appliances conform to safety requirements, ensure that all records relating to day care are readily accessible on the premises and available for inspection at all times, ensure that toys and equipment are clean, well maintained and safe, to use the space effectively to meet the children's needs at all times.

Staff have attended training on child protection and show a good understanding of the signs and symptoms of child abuse and the procedures involved should they suspect it. This helps to safeguard children from harm. The setting ensures that staff to child ratios are maintained at all times and do not leave for breaks until cover has arrived. Electrical appliances are inspected yearly to ensure that they conform to safety standards and staff undertake regular risk assessments. All records are stored at the setting. They are easily accessible but are stored confidentially. Toys and equipment are regularly checked as part of the routine to ensure that they are clean and safe for children to use. Good use is made of the available space. Children use the pre-school and nursery rooms and there is space for large physical play indoors when children are not able to go outside.

Under education it was recommended that the setting extend the system for regularly monitoring and evaluating the effectiveness of the educational programme, extend the challenges set for more able and older children, develop the organisation of the reading area for all children so that they can actively use and enjoy books, extend opportunities for children to develop independent writing skills and to link sounds and letters within the daily routine.

The supervisor regularly monitors the delivery of the Foundation Stage and how well children are achieving, helping to ensure that their individual needs are met. Plans show how individual children are planned for and how activities are to be extended to meet the needs of more able children. The reading areas are easily accessible and have comfortable seating enabling children to use and enjoy books. Children help themselves to pens and pencils, practising their pre-writing skills. As part of the daily routine children and staff play 'eye spy' making the sounds that letters make. The group encourages children to sound out phonics.

### **Complaints since the last inspection**

Since the last inspection 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.

## **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 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):

- ensure good hygiene practices are in place when changing children's nappies to minimise the risk of cross infection
- ensure that fire detection equipment is located in all areas of the building.

### **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):

- provide more opportunities for children to count and calculate in everyday situations.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)