

Major Kids Club Childcare

Inspection report for early years provision

Unique Reference Number	103002
Inspection date	19 February 2008
Inspector	Linda Janet Chauveau
Setting Address	St. Columb Major CP School, Newquay Road, St. Columb, Cornwall, TR9 6RW
Telephone number	01637 889124
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Registered person	Major Kids Club Childcare
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Major Kids Club Childcare is managed by a voluntary committee made up of school staff and governors and members of the local community. It opened in 1996 and operates from a designated classroom in St Columb Major CP School. It is situated in the town of St Columb, Cornwall. A maximum of 21 children may attend the day care provision and a maximum of 48 children may attend the out of school club at any one time. The provision is open each weekday from 8:00 until 18:00 for 51 weeks of the year. All children share access to a secure enclosed play area.

There are currently 80 children, from three to eight years on roll, children aged over eight years may also attend the out of school club. Of these, 34 children receive funding for nursery education. Children generally come from the local area. The setting currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

The provision employs 14 staff, all have appropriate early years qualifications and six members of staff are currently working towards further qualifications. The setting receives support from an advisory teacher from Family Services and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for by staff who conscientiously follow the setting's health and hygiene procedures; making sure surfaces are cleaned regularly throughout the session and dealing sensitively with children who have personal accidents. Children are kept safe from cross infection as they learn good hygiene routines, referring to posters showing ways to wash and dry hands, in their clean and well maintained toilet areas. Children are encouraged to wash their hands regularly, after messy play and visiting the toilet and before eating, as a result good standards of hygiene are maintained. Children receive appropriate care if there is an emergency; staff hold paediatric first aid certificates, complete appropriate accident and medication records and take note of information about children's health and dietary needs.

During the day children have a healthy snack of fresh fruit and vegetables and drink milk or water; staff use this time to discuss the benefits of healthy eating. Snack times follow a café style system that allows children to develop personal and social skills by choosing, preparing and serving their own food and drink. They are encouraged to try new tastes, for example, spreading butter on and sampling malt loaf. Parents provide a packed lunch for their children that can be stored safely on site. Children attending the out of school club benefit from a healthy breakfast, such as pancakes, toast, cereal and fruit juice and learn about healthy eating through planned activities to discuss which foods are good or bad for you.

Children's physical health is promoted very effectively through exercise and time spent in the fresh air in all weathers. Free flow access to a partly covered play area means that children regularly enjoy taking their indoors play outside throughout the session. Additionally, children have daily access to their large playground, where they have more space to run, chasing balloons and bubbles, climb, ride and manoeuvre bikes, helping to develop control and spatial awareness. Indoors, children have timetabled access to the school hall where they take part in music and movement and soft play sessions to develop strength and physical coordination. Children competently use a wide range of small tools, for example, brushes, construction sets and puzzles to develop small muscles and hand to eye coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in their own room within the St Columb Major CP School site. The premises are welcoming, well-maintained and presented; the areas used by children are arranged to enable them to move around freely and safely. Children benefit from a sensible range of safety measures, for example, external doors are locked, gates securely bolted and all visitors to the premises are carefully monitored and vetted by staff. When playing outside staff use good levels of supervision to ensure children are kept safe. Children are taught to be aware of their own safety; for example knowing where to line up when going outside to play and by learning about road safety in group activities. Staff use two-way radios to maintain safety with older children when the group is split, to enable children to have a choice between playing indoors or on the playground or school field.

Children have good space indoors to take part in floor level and table top activities, using correctly sized equipment. They are able to play with good quality toys and resources, which are regularly checked by staff and maintained in good condition. A particular strength of the setting is the safe access to a secure outside play area, available throughout the session. Children make good use of all their outside play areas including the part-covered free flow outside play area and the playground, which contains a section of safety surface for the setting's climbing equipment. These areas are fully utilised as exciting outdoor learning environments.

Staff are responsible for ensuring that the premises is checked for safety on a daily basis, by completing their health and safety checklists and, as a result, children are kept safe and secure. However, there is a possible risk to children, as the group have not carried out detailed assessments of all safety aspects of the indoor and outdoor areas used by children in order to identify and minimise all potential hazards. Additionally, for children who attend the out of school club, it is not clear who takes responsibility for children between leaving their classrooms and arriving at the club.

Children are protected from possible abuse or neglect. The manager coordinates child protection issues, she has a sound understanding of the procedures to follow and uses her contacts with St Columb Major School as an additional source of help and support. The child protection procedure and incident record keeping systems are designed to keep children safe from harm. The setting has access to government guidance on reporting child protection concerns and local contact information so that they can respond promptly if needed.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. Preschool-aged children settle well and confidently choose from a variety of activities laid out ready for them. They dig in sand, paint pictures, play with small world toys and construction sets, explore a variety of natural and manmade materials and act out scenarios from their home life experiences. They particularly enjoy taking their play and learning into the outdoor environment on a regular basis. Children happily help out in the group, for example, by tidying away mid-morning and washing their cups and plates after snack time, and are encouraged and rewarded by staff for their efforts.

Older children who attend out of school hours are responsible, well behaved and courteous; they show care and consideration for their younger friends. They have opportunities to help plan themes and topics for their sessions and can freely choose activities each day. The manager responsible for the out of school provision plans to provide children with a variety of craft activities each session, such as making clay puppets and streamers, in addition to the wide range of free choice available, including access to a computer, TV and quiet times for homework study if needed.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are enthusiastic but well behaved; they happily follow simple instructions. They are developing confidence, participating with enjoyment in large group activities when they discuss what they did with their families during the recent half-term break. Staff support children in developing self-care skills, for example, when visiting the toilet and learning how to wash hands.

Many children can recognise their own name from cards used to self-register on arrival and at snack time. Children have opportunities to practise mark-making using paper and crayons in their literacy area; however, this resource is neither stimulating nor meaningful to children. The role-play area does not always provide props such as pencils and clip boards, lists or menus to help children understand that writing has a purpose. Children are introduced to simple mathematical ideas; they enjoy singing number rhymes such as 'Five Little Speckled Frogs' and counting the number of children present at registration.

Children develop an interest in technology by using the computer and interactive white board, but do not have access to props in the role-play area to develop an awareness of the use of technology in real life situations. They design and build using a variety of construction sets and recycled materials. Children have opportunities to investigate and explore natural and manmade materials. They use magnifying glasses to look for bugs hidden in branches covered in moss and creepers and explore the properties of magnets, experimenting to find out how many metal balls different magnets can hold. Children learn about their local community and natural environment through visits off site to the church, parks and fields.

Children develop their imaginations in the role-play area, using props and dressing up clothes. They model home life experiences, such as nursing a new born baby, and engage in robust fantasy play, becoming fire-fighters or pirates looking for treasure. They enjoy acting out a range of imaginary scenarios with a popular variety of small world toys, such as farm, train and road sets. They explore a range of different media, moulding and building with wet sand and mixing colours at the painting easel. Children confidently choose to sing songs alone and in groups such as 'Twinkle Twinkle Little Star', 'Incy Wincy Spider' and 'Bob the Builder' with gusto and enthusiasm.

The learning environment and programme of activities is planned to provide a range of experiences across the six areas of learning. However, planning does not show how activities will be extended to challenge older or more able children. Children who attend all day tend to experience repeated activities during the morning and afternoon sessions. The manager has a satisfactory knowledge of the Foundation Stage and how children learn through play and meaningful experiences. Current developmental records indicate that children are making steady progress and are being used to set individual attainment targets for children. However, there is no evidence collated to support the judgements made. The manager is aware that this is an area for development and is working with her staff team to introduce new systems to monitor and record observations of children's progress.

Helping children make a positive contribution

The provision is good.

Children are well behaved; they benefit from good levels of adult support and interaction and have strong relationships with staff and each other. All staff act as positive role models and lead by setting clear examples. Children respond quickly to staff and happily follow simple instructions, for example when putting on their coats or tidying up mid-morning, helping them to gain a sense of achievement. Individual key workers take responsibility for children; they develop good knowledge of them and all staff value and respect children.

Children have access to an appropriate range of resources and a variety of planned activities to learn about their local community and the wider world. For example, the community police constable and lollypop lady come and visit the children. Children have very good links with their primary school and benefit from visits from the reception class teacher in order to pave

the way for the transition into school. The setting has good experience of supporting children with learning difficulties and/or disabilities. Children receive the support of a designated member of staff and have individual care and education plans in place to aid their integration and development. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is satisfactory. Parents receive detailed information about the setting through a prospectus covering the operation of the provision. They complete registration and consent forms, which provide staff with good information on children, enabling them to provide appropriate care. This contributes to children's well-being at the setting. Staff have friendly, informal relationships with parents and they provide regular verbal feedback on children's progress. Parents have completed questionnaires providing constructive feedback to staff on the standards of care provided. Parents are not encouraged to be fully involved with their children's education. Their views are not sought on their child's abilities before receiving nursery education and although review meetings are arranged to look at developmental records, parents are not included in assessing their child's progress. Newsletters inform parents about each term's planned curriculum but there is no additional information provided in order to connect parents with their child's learning in more meaningful ways.

Organisation

The organisation is good.

The setting's management committee is responsible for employing, assessing and appraising the ongoing suitability for all new and existing staff; however, some parts of the systems currently in use are not sufficiently thorough. The operation and organisation of the provision is underpinned by a set of policies and procedures, written to demonstrate how National Standards will be met. Records used to support children's safety and well-being are comprehensive, shared appropriately with parents and maintained to good standards.

Children enjoy using the resources presented to them to initiate their own play or spend quiet time with a member of staff or each other. Staff make good use of the space available to provide a stimulating environment to support children's care and learning. Careful attention is paid to children's safety and high ratios of adults to children ensure good levels of supervision are provided. The setting meets the needs of the range of children for whom it provides.

The leadership and management are satisfactory. The recently promoted manager is suitably qualified and experienced. She is working on establishing her staff teams to support the wraparound and out of school provisions, developing their roles and responsibilities within the group to support children. The manager seeks advice from local authority support staff to help evaluate and improve practice. Each staff team works well together and all are encouraged to attend a range of training courses and workshops to support their professional development.

Improvements since the last inspection

At the last inspection, the provision was asked to improve outcomes for children by ensuring that their policies relating to sick children, behaviour management, child protection and complaints all related to the relevant National Standards. This has now been done and the operational procedures at the group are designed to promote children's safety and well-being at all times.

Complaints since the last inspection

Since 1 April 2004 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):

- ensure that there are risk assessments in place to cover the use of the indoor and outdoor play areas and to ensure that children transferring from school to the out of school provision are kept safe
- ensure that the systems used to assess the suitability of new and existing staff are sufficiently robust

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):

- develop the systems used to record, observe and assess children's progress in order to include evidence to support the judgements made and targets set, ensure that planning links to targets and includes extension activities for older and more able children
- evaluate the effectiveness of the room layout, props and resources available, for example in the literacy and role-play areas, to ensure that they are meaningful, age appropriate and fully engage children's attention
- continue to develop the systems for working together with parents in order that they receive sufficient information about the nursery education programme, help staff to assess their child's starting point before receiving nursery education, are kept up to date with their child's progress and can become involved with their child's learning in meaningful ways.

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