

# Kids United Out Of School Club

Inspection report for early years provision

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**Unique reference number** 309775  
**Inspection date** 11/12/2008  
**Inspector** Lynne Naylor

**Setting address** United Reform Church Hall, Liverpool Road, Penwortham,  
Preston, Lancashire, PR1 0LY

**Telephone number** 07765711365

**Email**

**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

## Description of the setting

Kids United Out of School Club opened in 1999 and is managed by a committee. It operates from the main hall and side rooms of the United Reform Church Hall in Preston and provides a service for two local schools. There is full access to the building. A maximum of 56 children may attend at any one time. The club is open each weekday from 08.00 to 08.45 and from 15.00 to 17.50, during term times only. Children have access to an outdoor play area.

There are currently 12 children attending who are within the Early Years Foundation Stage (EYFS). The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The setting employs seven staff of these, five of the staff, including the manager, hold an appropriate early years qualification.

## Overall effectiveness of the early years provision

Staff provide a welcoming and inclusive environment for the children and their parents and carers. Children's individual care needs are well met through effective routines and they make sound progress in their learning and development. The management are taking steady steps to evaluate their service and develop aspects of the provision and there are useful plans, such as development of the outdoor area, to bring about further improvement. Partnership with parents is informal, with useful exchanges about children's care needs. Systems to seek information about children's development and to work in partnership with other providers of the Early Years Foundation Stage (EYFS) are being considered.

## What steps need to be taken to improve provision further?

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

- extend the risk assessment so it covers anything with which a child may come into contact and includes each type of outing, such as transfers to and from schools
- assess what the setting offers against the general and specific requirements of the EYFS and use a self-evaluation system to identify the setting's strengths and areas for development.

## The leadership and management of the early years provision

The required policies are in place, shared with parents and followed effectively by staff; however, some, such as the policy on equality of opportunities, are basic in detail. The policies have not yet been updated to reflect the implementation of the requirements as set out in the Early Years Foundation Stage. Parents are provided with an information pack containing useful information about the setting and their

involvement in all aspects of the service is welcomed.

Plenty of relevant verbal information, exchanged with parents, is used to meet the unique welfare needs of their child. Staff are available to talk with parents about care and activities at the end of each day. Systems are being devised to seek information from parents about children's abilities and further systems to share information about children's learning are also being considered. This is a valuable step towards ensuring progression and continuity of learning and care for each child.

Staff are motivated to further develop their professional knowledge and understanding. Staff attend external workshops and share information with each other at regular team meetings. The setting is currently working closely with the early years development team in relation to planning and assessment. Links with other settings delivering the Early Years Foundation Stage are being sought. Elements of the recommendations from the previous inspection report have been considered. Children still leave their school bags in the entrance area, which presents as a hazard, but are reminded not to fall over them. The complaints procedure is now available to parents but in the event of a complaint, the recording system is not clear.

Robust recruitment and vetting procedures are followed, which help keep children safe. Induction procedures ensure staff know and understand policies and procedures, in particular those that safeguard children. Staff are aware of signs and symptoms of abuse and understand the procedure they must follow if they have any concerns. Staff take effective steps to promote children's health and prevent the spread of infection.

Indoors, children play in ample space. There are plenty of chairs and tables set up with good quality toys and equipment. The provision to rest and relax comfortably is hindered because the soft furnishings are not always set out. Children play safely due to very good levels of staff supervision. Actions are taken daily by staff to eliminate and manage risks in the building, however, some of these are not reflected in the written risk assessment. Plans to develop the outdoor area and the learning that takes place in it are on target.

## **The quality and standards of the early years provision**

Children are supported well by staff to make sound progress as they enjoy a balance of self-initiated and adult-led activities. Staff are beginning to develop a sound understanding of the Early Years Foundation Stage (EYFS). They set up the hall and each of the rooms with a broad range of toys and equipment before children arrive. This enables children to make independent choices and decisions about where and with what they wish to play. Children ask if they wish to have something else from the store room and staff bring it out for them.

Children develop skills that contribute to their future economic well-being. They work together well when operating technological equipment, such as the game stations. They use a range of writing materials, with good control for reasons of

their own choosing, for example, whilst some colour in pictures, others produce intricate pencil drawings and some complete word search puzzles. Children learn to handle money in the shop area and through board games.

Art and craft materials are readily available, which enables children to be creative and independently produce items. For example, a child skilfully cuts intricate patterns in paper to make snowflakes, whilst another concentrates on cutting strips of paper, joining them to make a chain, and another hangs black wool from a shape to make a rain cloud. In addition, children join in the themed activities, such as making items for the snow scene display.

Children effectively learn about staying healthy through games and by following clear hygiene routines, for example, washing hands before eating. Children's health benefits from the daily walks to and from school in the fresh air and sometimes in the outdoor area. They have great fun as they exercise vigorously in the hall playing team games. On arrival from school, children wash their hands, queue for their snack and then eat it whilst sat on chairs at the edge of the hall. After school snacks vary daily. They always include a healthy item, for example, boxed raisins with other items, such as a packet of crisps and two biscuits.

Children learn how to keep safe. They wear high visibility jackets and walk sensibly to and from school in pairs. Staff have been trained to operate the pedestrian crossing on the main road. Children understand how and why they practise emergency evacuations. Children are reminded to behave safely, for example, not to run across the large spaces. Children are very well behaved; they develop a high level of cooperation both in their relationships and in their learning. Children move around the hall independently with confidence.

Children develop a good understanding of the world in which they live. For example, they care for caterpillars and watch them grow, plant seeds and grow potted flowers. They talk about other cultures and celebrations and sometimes make cultural items, such as lanterns. Children display some understanding of the world whilst playing imaginatively with toys, such the cars and figures of people.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.