

# Cool Kidz

Inspection report for early years provision

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<b>Unique reference number</b>	EY340294
<b>Inspection date</b>	12/09/2008
<b>Inspector</b>	Gillian Smith

<b>Setting address</b>	Woodlands Infant School, Alban Crescent, Borehamwood, Hertfordshire, WD6 5JF
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<b>Type of setting</b>	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

Cool Kidz after school club opened in 2006 and operates from Woodlands Primary School in Borehamwood. It is registered on both the Early Years Register and both parts of the Childcare Register. The club has access to a large, ground floor classroom, the canteen, library, school hall and the infant playground. A maximum of 30 children up to the age of 11 may attend at any one time. The club is open each weekday from 15:00 to 18:00, term time only. There are currently 39 children aged from four to eleven years on roll, including six children from the Early Years Foundation Stage (EYFS). Most of the children attend Woodlands Primary School and a few are from other local schools. The club supports children with learning difficulties and/or disabilities and children who speak English as an additional language. On occasions, a Cool Kidz club is provided during the summer holidays. Two managers and three adults, some of whom are part-time, work with the children. The majority hold appropriate early years qualifications, at Level 3 or above, and two have relevant degrees.

## Overall effectiveness of the early years provision

Very good relationships with parents, the presence of well-qualified staff and access to high quality accommodation underpin the popularity and success of this after school club. Links with Woodlands Primary School are close and adults know the children very well. This helps them to adequately promote the children's welfare effectively and to provide a variety of enjoyable and interesting activities. The children feel safe and secure and this helps them to make good progress in relation to their age, ability and starting points. Risk assessment procedures are largely in place, although they do not include a hazard analysis for all areas used by the playgroup. Although self-evaluation is not formalised, the two managers have a good knowledge of the setting's many strengths and capacity for on-going improvement is good.

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

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

- develop a culture of reflective practice, self evaluation and informed discussion to identify the setting's strengths and weaknesses, and priorities for development that will improve the quality of the provision for all children

To fully meet the specific requirements of the EYFS, the registered person must:

- identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they were checked. Providers must determine the regularity of these checks according to their assessment of the significance of individual risks.

21/11/2008

## **The leadership and management of the early years provision**

Over the two years since it was established, the leaders have created a setting that is held in high regard by the children and their parents. They are committed to the ongoing development of this after-school club and their diligent and conscientious approach is reflected in the good progress made by the children who attend. Leaders have addressed the improvement point raised in the previous report and the food now provided is healthy and nutritious. Rigorous procedures for the safe recruitment of staff help to ensure children are kept safe and protected from harm.

Staff work closely with the children's parents and carers, valuing their contribution and support. Links with Woodlands Primary School are exceptionally close and all members of staff work there during the day. Children from other schools also attend the club and links with their host schools are good. Adults also work closely with professionals in other fields, such as speech therapists, to ensure the children's individual needs are met. Cool Kidz is constantly looking for ways to improve. Although self-evaluation procedures are informal, the two managers have an accurate knowledge of the setting's strengths, along with a clear idea of how they would like to see it improve.

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

The children are provided with a wide range of learning opportunities to help them make good progress towards the early learning goals. The club makes full use of a very spacious, well-maintained classroom and is able to put up eye-catching displays and photographs of what the children have been doing. The club sees its primary function as that of a setting where children can play and wind down after a day at school. Although planning for each session is not formally recorded, it is thorough, and is firmly based on children's interests and preferences. Staff know what to provide because they observe closely, liaise with parents and know how the Woodlands children are getting on because they work with them during the school day.

The club welcomes children from Woodlands and other schools, including those who have learning difficulties and have English as a second language. Children enjoy the time they spend at the club and their positive attitudes make a significant contribution to the relaxed and sociable atmosphere. The presence of older children brings benefits to children's social development because they are attentive and provide very good examples of how to behave. In addition, their slightly older interests broaden the range of activities provided and encourage the younger children to develop their skills. Children help to tidy up and open access to the spacious infant playgroup means there is plenty of space for running around and keeping fit. The club is well resourced and children can, for example, improve their co-ordination and balance by playing 'catch' or by practising their spinning of hula hoops. During the summer of 2008, a holiday club was held for two weeks. It proved to be popular and this venture may well be repeated. During this time, children made very good use of the extensive school grounds and outdoor

equipment and learned to follow some simple recipes. Children clearly enjoy these activities and they help them to learn about how to lead a healthy and safe lifestyle.

Routine health and safety procedures are in place and adults undertake risk assessments of the premises and day-to-day activities. However, although staff maintain a watchful eye, areas that require regular checking are not formally identified and on-going checks to, for example, the kitchen area are not recorded.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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.