

Kids Club Ely and St John's Pre-School

Inspection report for early years provision

Unique reference number EY295332
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Inspector Heidi Falconer

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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).

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 Club Ely, Breakfast Buddies and St. John's Pre-School are privately owned. The provision operates from the Community Room at St John's Primary School, Ely, Cambridgeshire. All of the premises are at ground floor level, making it easily accessible to most users. A maximum of 48 children may attend the out of school provision with a maximum of 26 children attending the pre-school. There are currently 67 children on roll. Children attend for a variety of sessions. The group supports children who speak English as an additional language.

The pre-school runs sessions during school term-times from 09:00 to 11:30 and 12:00 to 14:30 each day, with the exception of Wednesday when only a morning session operates. Breakfast Buddies is open from 7.45 to 8.45, the after school club is open from 15:00 to 18:00. The holiday club runs from 8.00 to 18:00 during all school holidays. Children are able to attend for a variety of sessions. This provision is registered by Ofsted on the Early Years, Compulsory and Voluntary Childcare Register. The setting employs seven members of staff who work directly with the children, of these, five hold Early Years qualifications and two members of staff are working towards a qualification.

Overall effectiveness of the early years provision

Kids Club Ely and St John's Pre-School provide a safe, well organised and stimulating environment for all of the children who attend. A key strength of the setting is the committed staff team who continue to evaluate the setting and address areas for continued improvement in order to maintain high quality care. The setting's have recently implemented many changes to ensure that their policies and procedures reflect the Early Years Foundation Stage. Effective systems are in place to work with parent's and other professionals to support children's learning and plans are in place to develop these further.

What steps need to be taken to improve provision further?

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

- improve the facilities provided for hand washing to ensure that positive steps are taken to prevent the spread of infection
- develop links with other providers of the EYFS in order to fully support children in their learning and development
- develop assessment records to ensure that parents have opportunities to share what they know about their children's achievements
- ensure that all children have opportunities to use their home language in their play and their learning.

The leadership and management of the early years provision

Staff are involved in reflective and systematic self-evaluation which has the explicit purpose of improving the quality of children's experiences at the setting. For example, both the pre-school and the out of school club use a quality framework to generate valid and reliable evidence which contributes significantly to procedures for assuring quality. In addition, staff at the pre-school are reflective in their practice and carry out weekly self-assessments. These are then used for appraisals and identifying any additional training needs. The management team support staff to developing their skills by actively encouraging training and in seeking additional training to ensure that all staff are able to support the children who attend.

Children's experiences are enhanced because staff have developed good relationships with parents and other professionals. Parents speak very highly of the provision and of the dedicated staff team who care for their children. Parents receive good information about the provision, through daily discussions, communication books and through written documentation. Staff work well with other professionals which ensures that there are effective systems in place to identify the need for any additional support as early as possible. This ensures that children with additional needs get the help they require at the right time, in the way that is right for them. Staff make time to listen to families and take part in a sensitive two way exchange of information which ensures that children's needs can be met.

Children's welfare is protected as effective safeguarding policies and procedures are known by staff and implemented consistently. For example, staff are carefully vetted to ensure they are suitable to work with children. All of the setting's written policies and procedures have been recently updated to reflect the Early Years Foundation Stage. Written documents which refer to staff and the children are stored securely to maintain confidentiality.

The quality and standards of the early years provision

Children make good progress towards the Early Learning goals as they take part in a broad range of stimulating activities that promote their development in all areas. Children in the pre-school particularly enjoy the interactive display table which is set up to represent the current theme and to develop their interest in the world around them. For example, as they look at play with foil they tear it and excitedly say 'look the ice is cracking' whilst others roll the foil up into a ball and say 'that's a snowball'. Children display good design and making skills as they freely access scissors, sticky tape and a variety of 'junk' materials. As they stick yoghurt pots and paper together they start to play imaginatively saying 'this is to go up, up, up and into space, it's a rocket' as they lift their creations up into the air. Children listen well to stories which staff adapt to ensure that children's interest is maintained. For example, during a story about a bear hunt the children chose musical instruments to represent the sounds in the book, such as, they played a drum and a beater to make the noise of 'Siwshy swashy grass'. Children show an

awareness of rhythm in spoken words and are able to tap out the rhythms of their names.

New systems for planning and assessment are currently being introduced. Key workers undertake regular observations of children and these are used to plan individualised learning which is based on each child's interests and stage of development. At the start of each term baseline assessments are carried out on all children. However, these are not actively shared with parents to enable them to share what they know about their children's starting points. Children in the pre-school have also started to record their own achievements which are added to their assessment files. Parents are included in the planning process. For example, at the start of each new topic the parents complete a sheet which details their children's particular interests and/or experiences around the topic. Staff then use this information to inform their planning. Some children attend other settings who are delivering the EYFS. The staff are currently considering how they can work in partnership with these settings to support children's learning. Good systems are in place to support children who have learning difficulties and/or disabilities. For example, the staff seek support from outside agencies and develop individual learning plans. However, there are fewer opportunities to support children, who speak English as an additional language. For example, they have limited opportunities to use their home language in their play and their learning.

Children's good health is supported well. The staff at the after school club follow the schools healthy eating policy to ensure that children are given consistent messages about foods which are good for them. Children in the pre-school respond to their bodies needs and freely use a water cooler to access drinks independently, particularly after outdoor play. Good use of the outdoor area ensures that children get plenty of exercise which contributes to maintaining their good health. Generally positive steps are taken to reduce the risk of cross-infection between children, however, the use of communal hands towels does not fully protect children. Children's behaviour at the out of school club is very good, children enjoy the company of their peers and staff and happily play games together, demonstrating their ability to share and take turns with resources. Staff create a safe environment for the children and are vigilant of new hazards. For example, on frosty days they cone off icy areas and are very vigilant at ensuring that the children do not access these.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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.