

Cool Kids After School Club

Inspection report for early years provision

Unique reference number	EY282794
Inspection date	23/09/2008
Inspector	Joanne Harvey
Setting address	Portway Infant School, Woodlands Road, Allestree, Derby, Derbyshire, DE22 2HE
Telephone number	07792 755 810
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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).

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 Kids After School Club opened in 2004 and is one of two settings run by Busy Bees in the area. It operates from the school hall and other adjacent rooms and facilities at Portway Infant School in Allestree, a residential area of Derby. A maximum of 26 children may attend from the ages of 3 to 8 years at any one time. It runs each weekday during term time from 15:25 to 18:00. There is a secure enclosed outdoor play area.

The setting is included on the Early Years and both parts of the Childcare Register. There are currently 93 children aged from four to 11 years on the register. These children are from Portway Infant and Junior schools only.

Six members of staff including the two managers, work with the children throughout the week. Four have early years qualifications to level 3, one is part way through a qualification of this level and the other is due to start training shortly. The setting receives support from the Derby Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Cool Kids After School Club provides well for children who are aged five years and under. The careful planning for activities ensures children are given a broad range of interesting opportunities which are varied over time. The interest and care demonstrated by adults helps children to feel valued, happy and secures their enjoyment. Staff are welcoming and friendly to children and their parents. They get to know children well and make sure that their needs are met and everyone is included. The setting is well established but managers are not complacent. They are keenly aware of its strengths and of the areas which they would like to continue to improve.

What steps need to be taken to improve provision further?

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

- ensure the dates of the regular risk assessments and fire drills are always recorded
- ensure that all staff consistently check that the behaviour of a very few older children does not interfere with the enjoyment of others
- further develop systems for recording and using assessments and progress records.

The leadership and management of the early years provision

Managers of the setting ensure that the staff team work closely and well together and that communication between them is good. They have put a range of policies

in place to successfully ensure that children are included, kept safe, well protected and that the site is secure. All the necessary recruitment and vetting checks are carried out. Risk assessments have been comprehensively devised. They are carried out regularly and routinely, though managers do not always confirm this by noting the date that they were carried out. This is also the case for the recording of fire drills.

Positive relationships are promoted with parents. General information is provided for them through the school newsletter and on a regularly updated notice board. Plans are in place to improve further the amount and range of information available in this way. Children's own personal details are diligently recorded and kept up to date and parents sign forms which confirm that they have been notified about any accidents or first aid treatment given.

The managers are highly committed to developing the understanding of all staff about child development. One is currently undertaking a qualification to degree level. They are keen to continue to build on their knowledge and that of other staff in order to continue to improve the experience of children in the setting. Staff participate in local authority quality assurance activities, for example, in ensuring good quality care and management.

The managers have a good understanding of the setting's strengths and suitable plans are in place for further improvements. For example, arrangements have been put in place to further develop partnership working with teachers in school. This is to ensure that the good quality assessment information collected is shared and used most effectively to inform planning of activities. Leaders have successfully addressed the recommendation from the last inspection to reconsider staff deployment across the setting and this now works effectively.

The quality and standards of the early years provision

Staff plan on an ongoing basis to ensure that children are provided with a broad range of opportunities, which take account of their individual interests, needs and enthusiasms. This ensures their enjoyment, which is also achieved through the flexible use of different areas both inside and outside of the school. Children who need a quiet time to rest and relax or carry out quiet activities are accommodated in an area to one side of the hall. The hall is used for group activities, creative work, writing and games. It is large enough to accommodate activities suitable for all age ranges who attend the setting, usually without interfering with the enjoyment of others. Very occasionally, some of the adults in the setting do not check the exuberant behaviour of a very small number of older boys and this can occasionally interfere with the enjoyment of early years children. However, the behaviour of the majority is consistently good and children say they feel happy, safe and secure.

Children can choose from a variety of construction activities, puzzles, small world and other fantasy games, including a role play area and an indoor tent which encourages imaginative play. A strength of the setting is the flexibility which the planning allows in response to children's own ideas. For example, children made rapid progress with their imaginative and problem solving skills when they asked for

a cover for tables. They were given a parachute, which allowed them to build a hidden and dark world, where they explored what it would be like to be in outer space. Older girls can often be seen to be interacting positively with younger ones in these activities.

When the weather allows, much of the time in the setting is spent in the secure outdoor area. Activities are taken outside which develop all areas of learning, but particularly encourage the development of physical skills. Outdoor toys are freely available and children love to explore the adventure trail and the natural environment as well as run freely on the large playing field.

Children are familiar with routines, such as good hygiene and snack times. Healthy snacks are available and enjoyed seated around tables where children can chat about the day and engage in conversations with adults and other children alike. Fresh drinking water is also freely available. At these and other times, staff in the setting interact with children in order to develop their thinking, speaking and listening skills and encourage them to develop their ideas. Managers have responded well to recommendations from the last inspection to improve children's understanding of hygiene routines and to further promote their independence in making choices at snack time. These are now good.

Staff observe children in the setting and refer to these observations when devising future activities. They are keen to implement further improvements to assessment recording and planning routines. A new system, at an early stage of development, involves them working even more closely with the children's reception class teachers. This is to dovetail systems to ensure that children always do as well as they can.

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.