

# Peak Time Kids' Club

Inspection report for early years provision

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<b>Unique reference number</b>	206259
<b>Inspection date</b>	24/09/2008
<b>Inspector</b>	Roger Fry
<b>Setting address</b>	St Michaels School, School Lane, Hathersage, Derbyshire, S32 1BZ
<b>Telephone number</b>	01433 650004
<b>Email</b>	
<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**

The Peak Time Kids Club opened in 1995. It operates on the St Michael's Primary School site in Hathersage. The Peak Time Kids Club serves the local rural villages throughout the Hope Valley. The provision is registered on the Early Years Register and both parts of the Childcare Register. It provides care for 30 children aged between three and eight years and varying numbers use it each day. It opens five days a week during the school term and during the school holidays. During the school term, the sessions are Monday to Friday 07:30 until 08:45 and 15:15 until 18:00. During the school holidays, full day sessions are provided Monday to Friday 08:00 until 18:00 with a specific play scheme activities programme between 10:00 and 12:00 each day. There is appropriate access for wheelchair users.

Children attend a variety of sessions. Provision is in place for the children to be collected from school buses in Hathersage, or to be collected from other schools by an escort. There are eight members of staff who work with the children, three of whom work regularly throughout the year. The others are involved at different times during the school holidays, as relief workers or as escorts collecting children from the surrounding schools. Two of the regular staff are qualified and three of the part-time staff are qualified. The manager is a qualified teacher. The provision receives support from the local authority. Children are registered on the voluntary and compulsory parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Peak Time Kids Club provides well for children and is in a good position to improve in the future. It is well organised overall and provides good quality homely care for children, especially after school, when most children attend. The Club is enjoyed by children, and parents are very happy with what is provided. Welfare requirements are met and procedures ensure that children are kept safe. Adequate policies are in place to promote children's learning. Children from different backgrounds and abilities are included well into learning activities.

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

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

- improve the planning of activities so that they reflect children's developing needs and interests more closely
- keep a more detailed record of what children have learned
- share the Early Years Foundation Stage training that the manager has undertaken with all staff.

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

The Club is well managed and meets its most important aim of being a relaxing and pleasant place for children to be in before and after the school day. Children find activities interesting and enjoy the time they spend there.

The manager is well qualified and has been trained in the Early Years Foundation Stage. She has identified that this training should be shared with all staff so that the provision continues to improve. The manager has evaluated the Club's successes and areas for development accurately. She has correctly identified that staff should look more closely at how to develop children's interests systematically, assess and record in detail what they learn and know and build upon this.

The Club has made all the improvements required at the time of the last inspection. The children are safeguarded well, for example when parents collect their children at the end of the day. Required checks are carried out on staff before they start at the Club. The staff works well with parents, they are offered a warm welcome and are very happy with all that the Club offers their children. Adults are always available to discuss any concerns with parents.

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

Children develop their basic skills at their own speed and follow their many interests with enthusiasm. Adults encourage their next steps in learning by providing interesting activities for children to do. The outdoor area is used well to promote children's physical development. One parent mentioned how pleased she was that her child had learned several new skills. Children exercise regularly and have a growing understanding of what is safe and healthy.

Children have considerable freedom to explore for themselves. They use computer games, watch television, cut and stick, draw and play pool. Adults engage in conversations with children and take a good level of interest in what they are doing. This approach extends children's language skills effectively. Open-ended questions feature in the conversations, which children answer in good sentences.

Children enjoy creative activities and a group worked for at least an hour making name badges and decorating sun visors, ready to take home. Children work with a good range of art media, which are changed regularly. Other favourites are the boxes of toy figures and vehicles. Children behave extremely well, play happily together and concentrate for long periods on their chosen activities. The Club does not always make the most of these qualities and plan to take children's knowledge and skills forward consistently.

Children's welfare is given a high priority. The provision for their safety, health and enjoyment is good. The children are supervised at all times indoors and out. Children handle equipment safely because staff guide them thoughtfully. Children enjoy talking to each other at tea times when they sit at tables together. They are offered a filling tea each day, which they look forward to. They are helpful at the tables and share things without disagreement.

Daily checks on the site indoors and out are carried out efficiently by staff. Parents'

permission is sought in writing before medicines are given to children and records kept of what is administered. Members of staff have first aid qualifications for younger children. Good systems are in place to ensure that only parents and known carers collect children.

## 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?	Good

### 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?	Satisfactory
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?	Satisfactory

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.