

Weston Kids Club

Inspection report for early years provision

Unique reference number	EY363944
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Inspector	Sarah Quinn

Setting address	c/o Weston Primary School, Lambsickle Lane, Weston Village, Runcorn, Cheshire, WA7 4RA
Telephone number	01928 576 328
Email	lynneprescott@hotmail.co.uk
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

Weston Kids Club is a privately owned and managed out of school provision. It was registered under the current management arrangements in 2007 and operates from Weston Primary School, Runcorn, Cheshire. Club children have access to the pre-school room, out of school club room, bay area and school hall for indoor activities, and there is access to outdoor play areas. A maximum of 54 children may attend the club at any one time and there are currently 150 on roll. The setting is registered on the Early Years register and the compulsory and voluntary Childcare registers. The setting is open each weekday from 07.45 to 09.00, 15.00 to 18.00 during term time and 07.45 to 18.00 during school holidays. Children who attend are from Weston Primary School, along with children from other schools, including Our Lady's, St. Mary's, St Clements, St Edwards, Victoria Road, Weston Point, Westfields, Peewit Hall, All Saints and Halton Lodge. The club employs eight members of staff. Of these, six, including the manager, hold appropriate early years qualifications. The out of school club is a member of 4children and is currently undertaking the Aiming High quality assurance accreditation.

Overall effectiveness of the early years provision

The out of school club meets the children's needs effectively. Children are relaxed and settled and enjoy their time at the club. They select activities and socialise and have lots of fun as practitioners ensure that children have easy access to all resources. However, effective observation, evaluation and planning are not fully in place. The club takes steps to ensure that all children have plenty of support to access all types of play opportunities. Practitioners take appropriate steps to evaluate what they do and make improvements to their practice, although the processes in place are very informal, not recorded and therefore, progress is not easy to track. Improvements have been made since the last inspection and this shows a commitment to improvement, particularly as the last inspection was only five months ago.

What steps need to be taken to improve provision further?

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

- develop an effective observation, evaluation and planning cycle and evaluate its impact on children's learning and development
- ensure self-evaluation outcomes are recorded.

The leadership and management of the early years provision

The setting is well led and managed and all policies and procedures are in place for the benefit of the children in the Early Years Foundation Stage (EYFS). The organisation of the group ensures that all children are well supported and can therefore make progress. Rotas are in place to enable different drivers to pick up

from different schools to ensure that teachers can recognise Kids Club staff members. The manager ensures that staff using cars to transport children are suitable to do so and carry relevant insurance.

Practitioners demonstrate reflective practice informally in their staff meetings and during everyday procedures. However, there are no records of self-evaluation and, therefore, it is difficult to track the progress that the setting has made based upon practitioners' own evaluations.

Parental support for the group is strong and the setting keeps parents well informed of changes and events. For example, during the holiday club, the children enjoyed trips to local attractions, like the aquarium and theme park, and this information was communicated through the newsletter. Practitioners have a good relationship with parents and parental feedback from questionnaires states that, 'Staff always say hello and goodbye and make the children feel welcome'. The setting take steps to ensure links are made with any other agency or carer involved with the child. This helps to ensure the suitability and continuity of care for the benefit of the children.

Safeguarding is a priority and staff have attended relevant training. They understand their responsibility to maintain the welfare of the child whilst in their care. All staff have undergone appropriate suitability checks and this information is held at the setting. Whilst at the setting, and transporting children, staff wear name badges and carry photographic identification. They wear uniforms to ensure that children, teachers and parents can easily identify them.

The quality and standards of the early years provision

Children in the EYFS enjoy the activities provided at the club like construction toys and the computer. They happily select what they would like to play with and, although the activities are planned, they are able to change the programme at any time and choose something that they would prefer. They thoroughly enjoy playing games together like snakes and ladders and talk animatedly about their favourite computer game. Practitioners have begun to implement a system of observation, evaluation and assessment beginning initially with observations of the children. This system is not fully in place and therefore the impact upon the children's learning and development cannot be determined.

Children's welfare is a priority and the practitioners understand their responsibilities. Safety is a priority and practitioners teach children how to keep themselves safe. For example, they learn not to open the door and are aware of strangers. Children have the benefit of nutritious snacks and they confidently self-select what they would like. They learn about healthy routines as they wash their hands at appropriate times and enjoy physical activity on a daily basis.

There is a wide range of games and activities available and children enter the setting and make their own choices. They like to choose games that they can play with their friends, and the choice of games available effectively promotes literacy and numeracy and, therefore, further enhances children's skills for the future. They

show good levels of empathy with each other and ask each other whose turn it is and whether they would like to play. Children learn about the world around them as they participate in activities like 'Africa' week, and contribute to bright and colourful displays around the world. Behaviour is exemplary and children have a good sense of right and wrong. Practitioners set good examples and calmly give instructions with which children readily comply.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 registration or 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.