

Kiddicare (St Anne's) Out Of School Club

Inspection report for early years provision

Unique reference number	953853
Inspection date	21/10/2008
Inspector	Susan Walker
Setting address	St Anne's School (Canteen), North Street, Keighley, BD21 3AD
Telephone number	01535 664055
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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

Kiddicare (St. Anne's) Out of School Club is one of several out of school clubs run by Keighley Kiddicare, which is a registered charity. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers, to provide childcare before and after normal school hours and during school holidays. It opened in 1994 and is situated in St Anne's Catholic Primary School, Keighley, near Bradford. It operates from the school canteen at the back of St Anne's social club. Most of the children attend St Anne's School but several children are transported from other schools as part of the provision. A maximum of 24 children may attend at any one time and there are four children attending, who are within the Early Years Foundation Stage (EYFS). The club is open each weekday from 7.30 to 9.00 and from 15.20 to 17.30. The club employs six members of staff who are all appropriately qualified.

Overall effectiveness of the early years provision

Kiddicare provides a good level of care for all the children who attend, including those who are in the EYFS. The setting is clean and well equipped and the good relationships that exist between the children and adults creates a welcoming ambience, that helps children feel secure and well cared for, although younger children are occasionally without consistent adult interaction. The time children spend in the setting is managed very thoughtfully, with worthwhile activities that link well to the areas of learning, whilst at the same time providing an element of relaxation and winding down at the end of the school day. The staff have forged productive and supportive links with parents and have a good knowledge of the individual needs of each child, including those who are very young or who have learning disabilities. As a result, these children have integrated well into the mixed age group and they make good progress in socialising. The self-evaluation process is not yet developed, although the manager has a clear vision of what needs to be done to improve the setting further.

What steps need to be taken to improve provision further?

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

- ensure that the youngest children are not left to their own devices for lengthy periods without the support of adult interaction
- develop the process of self-evaluation.

The leadership and management of the early years provision

The setting is well organised and managed by the knowledgeable and reflective manager, supported by an enthusiastic team of staff. The excellent attention that is given to health and safety issues ensures that the welfare of the children is of paramount importance. There are clear protocols and procedures to safeguard the

children in all eventualities and all staff are well qualified and vetted thoroughly for their suitability to work with children.

The provision is inclusive and successfully meets the needs of all children, including the very youngest, who integrate well with the older children. Staff have a good knowledge of the individual needs and backgrounds of each child and a good rapport with parents.

The recommendation from the previous report, that multi-cultural awareness should be given better prominence has been addressed well, through improved planning and enhanced resources.

Although the process of self-evaluation is at an early stage of development, the manager is reflective about practice and has a clear understanding of what needs to be done to make the provision even better, so there is good capacity for further improvement.

The staff manage the difficulties presented by the building imaginatively. For example, as there are no sinks in the canteen, children clean their hands before eating with antiseptic wipes and gels. Toilet trips to the main school building are managed with the minimum of fuss. Despite the lack of cooking or washing-up facilities on site, apart from a microwave, children enjoy a nutritious tea, such as a baked potato filled with cheese or beans, in a pleasant social group. Staff then transport the dirty dishes to a central point for thorough cleaning at the end of the session.

The quality and standards of the early years provision

Children are provided with good opportunities to develop their skills in all areas of learning, particularly in their personal and social development. The children are occupied purposefully with a good level of adult support. There is a good balance between free-choice, quiet activities when children first arrive after school, with more exuberant physical tasks after tea. There are good opportunities for children from all age groups to interact and join together, for example, in a group activity making a model totem pole.

The informal deployment of staff works well in providing a good level of adult support and supervision for each child. It prompts the use of language and helps to develop confidence and speech. Staff are good role models, particularly the two practitioners who play pool with older children, showing them how to line up their shots and count their scores. Just occasionally however, the youngest children are left to their own devices for too long and can become isolated without the benefit of adult intervention, to encourage them to play with other children.

Children develop their independence and capacity to make choices, when they decide which activities they will pursue from the varied range on offer. The youngest children grow in self motivation and independence, as they follow the examples of the older children.

Good attention is given to personal hygiene and children are encouraged to adopt a healthy lifestyle, for example by eating a nutritious tea together. Good attention is given to observing good manners and hygiene when eating and clearing away. Adults eat with the children, to promote conversation and to provide help where it is needed for the youngest children. Safety is promoted through good supervision and appropriate equipment and environment.

As a result of the friendly relationships with adults and clear systems and boundaries, children behave very well. They play together socially and are self-motivated. The sessions are well planned with worthwhile activities that link together several areas of learning. For example, in the topic about native American Indians, children are involved in creative activities, as they make Indian head dresses and larger scale wigwams outside. Through such activities, children develop knowledge and understanding of the world, as well as their creativity and fine motor skills, as they cut and stick paper and feathers to decorate their Indian head gear. There is a good selection of books for children to browse independently and story time towards the end of the session, provides further language opportunities as well as winding down time, when younger children are becoming tired. The children begin to develop a positive attitude towards people who are different to themselves, through the range of resources that are available.

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?	Outstanding

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?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
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.