

# Kingsland Before & After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY274890
<b>Inspection date</b>	05/11/2008
<b>Inspector</b>	Patricia Underwood

<b>Setting address</b>	Kingsland Road, Birmingham, West Midlands, B44 9PU
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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**

Kingsland Before and After School Club is a privately run out of school service. It was registered in 2004 and operates in a classroom within the new Kingsland Primary School Birmingham. There is access to the school playground for outdoor play.

The club is on the Early Years Register, the compulsory Childcare and the voluntary Childcare registers. The club may care for 26 children aged between three and eight years at any one time. The admissions policy allows for children up to the age of 11 to attend. There are currently 17 children on roll, of whom four are in the early years age group from the reception class. The setting can support children with learning difficulties and/or disabilities and those who speak English as an additional language. However there are none on roll at present.

The club is open each weekday during term time from 08.00 to 08.55 and 15.15 to 18.00. Children attend a variety of sessions, with four children attending before school.

Two members of staff work with the children. Both have relevant early years qualifications; either NVQ Level 2 or Level 3. The setting receives support from the Birmingham Playschool Network. There are links between the school and the setting. There is disabled access to the classroom where the club meets.

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

Staff create a welcoming, inclusive and safe environment, where a range of activities and games that children enjoy is provided. Children's welfare and safety is a high priority of the setting but planning for the EYFS is very brief and lacks detail. Assessment is developing but the information is not used effectively to help staff plan the next steps. Staff are aware of the setting's strengths but lack a robust system to highlight strengths and areas for improvement. Actions raised at the last inspection have been implemented, demonstrating that the capacity to improve further is satisfactory.

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

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

- develop planning so that it links closely with the expectations of the EYFS and activities are appropriate to each child's stage of development
- extend assessment procedures so that information about children's development can be used to inform planning about the next steps
- implement a robust system for evaluating the strengths and areas for improvement of the setting to ensure that all children's individual needs are met

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

Arrangements for safeguarding children are effective and understood by all the staff. Effective procedures are in place for identifying any child at risk. These procedures ensure children are protected and staff are well focused on promoting children's safety and welfare. The policy for complaints is in place but the setting does not have the required log book to record any complaints and the actions taken. Parents have a positive view of the setting. Their support is reflected in their comments in a recent questionnaire, such as, 'My child enjoys it and doesn't want to go home, 'My child has settled in well' and 'It is helping to develop my child's social skills'. At present parents do not receive a written record of what their child has done although when they pick up their child, parents have opportunities to speak to the staff.

Resources are provided that encourage children to play together, share and learn to take turns. Both assessment and planning are in the early stages of development. Staff are developing a 'learning journey' for each child in the early years age group about their time in the setting but this is a recent development and as yet there is no evidence of the impact it is having on children's learning. Effective links with the reception teacher are developing, including shared planning and proposed half-termly meetings for staff to share information about the children. Good liaison with outside agencies ensures appropriate provision to support children with learning difficulties and/or disabilities and those for whom English is an additional language. The setting has some idea of its strengths and areas to improve but there are no robust systems in place to help highlight these areas quickly.

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

Children are happy, settled and obviously enjoy attending the setting. They are keen to join in with the activities provided. The older children make the younger ones feel welcome and part of the group. They play board games with them and provide good role models. Thus children's social skills are developing well. Planning for the youngest children is very brief and has few links to the EYFS. To aid the development of the children in the early years age group, the reception teacher is sharing the planning with the setting, ensuring some continuity. Topics explored in the reception class are also pursued in the setting, with extension activities for the older children. Assessment procedures are in the early stages of development but the information gathered does not help to inform planning. Consequently tasks planned do not always extend the children's learning and development. Staff have good relationships with the children and are patient, supportive and caring.

Children's economic well-being is promoted through an emphasis on speaking and listening. Consequently, they respond to adults' questions with confidence. Children also enjoy singing a welcoming song. All use sign language to spell their name. Their number skills are enhanced through board games, where counting is an integral part. However the setting has no access to a computer so children's ICT skills cannot be extended. Children's understanding of different cultures is well

promoted. For example a wall display showed Diwali pictures and stories and a bookcase had a good selection of books about other faiths. Children's positive contribution is developed well as they are encouraged to become good listeners, to share, to take turns and to respect each other. Children learn to behave well because good behaviour is praised.

Promotion of children's safety and welfare is a priority. Staff work together as a team to ensure high quality care. Children learn to follow a healthy diet because healthy snacks are provided and water is always available. When the weather is good, the school playground is used to enhance their physical development.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.