

Elm Grove Kids Club

Inspection report for early years provision

Unique reference number

EY280340

Inspection date

11/11/2008

Inspector

Diane Auton

Setting address

Didsbury C of E Primary School, Elm Grove, Manchester,
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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

Elm Grove Kids Club was registered in 2004. It is located in Didsbury C of E Primary School in Manchester. It operates mainly within the school hall, but has occasional use of other classrooms to accommodate school activities. Children have access to two secure outdoor play areas.

The club is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. A maximum of 24 children may attend the club at any one time. It is open each weekday from 07.30 to 08.45 and from 15.10 to 18.15 during term time only. There are currently 77 children aged from three years to eleven years on roll.

The club is managed by a management committee of parents, with representation from the school governing body. Seven staff are employed to work directly with the children, four of whom have an appropriate early years qualification.

Overall effectiveness of the early years provision

Elm Grove Kids Club provides very effectively for children in the Early Years Foundation Stage (EYFS). The setting supports the children well in forming positive relationships with adults and with each other and in learning to value each individual. Children are fully involved in choosing their activities so that each child is purposefully engaged, with skilled staff providing appropriate support or supervision as required. Effective relationships with parents and others ensure that children's individual needs are met. There are secure systems in place to evaluate the provision and clearly identified plans for the future to bring about further improvement to the provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop all staff members' awareness and understanding of the EYFS framework
- develop links in the activities provided with the children's learning in the school's EYFS classes
- provide opportunities for children to take part in activities using ICT during the before school session.

The leadership and management of the early years provision

Effective records, policies and procedures underpin the safe, efficient management of the provision. Staff are suitable to work with children and there are appropriate systems in place to ensure this. Written risk assessments are in place and reviewed regularly to ensure the children's personal safety and security. Staff are deployed

effectively, ensuring that children are well supervised and supported at all times. A key worker system is in place and this helps to ensure that links with home are consolidated effectively.

Good systems are in place to promote children's safety in the setting. Check lists are used well to ensure that the premises and equipment are safe. Staff deploy themselves effectively to ensure children are appropriately supervised at all times. Good standards of cleanliness and appropriate policies regarding illness help to minimise the risk of the spread of infection. Staff hold appropriate first aid certificates and systems are in place to ensure they can respond quickly and effectively in the event of an accident or emergency.

Toys and play materials are well organised to enable all children to access them safely and independently. Through training and clear written procedures, staff have a good understanding of their responsibilities regarding child protection.

Staff meetings are used to review practice and procedures so that staff contribute to the continual improvement of the provision. The manager and staff demonstrate a good awareness of their identified strengths and areas for development. There is an appropriate programme for the continuous professional development of staff and work is currently in progress to ensure that all staff have a full understanding of the EYFS framework. The manager and her deputy are positive role models for the staff team and demonstrate good professional standards in their work. The setting actively seeks and responds to support and advice from other professionals and this has a positive impact on the overall quality of the provision and the outcomes for children.

Parents are made to feel welcome and speak highly of the provision. An informative handbook gives them the essential information they require and they are able to access all policies and procedures so that they may be clear on how the provision operates. Induction is managed sensitively and the provision works closely with parents to ensure that children settle in happily. The setting has established effective pastoral links with the EYFS classes in school and is currently working to develop more explicit curriculum links between the children's learning in school and activities in the kids' club.

The quality and standards of the early years provision

Children are happy and settled in the provision. The sessions are planned well with a good balance of adult-led activities which introduce them to new experiences and child initiated play which enables them to freely express themselves. Staff support children's learning well, supporting those who need it and allowing others the space and opportunities to explore, investigate and be creative, alone or with others.

Children form good, trusting and confident relationships with staff and with each other. Their independence is encouraged through daily routines and they confidently select and help to prepare their own snacks and drinks and make their own decisions regarding their play. Ongoing observations are made and recorded

by the key workers and this enables any identified concerns to be addressed and to be shared and discussed with parents.

Children have access to a good range of equipment and resources, including a separate indoor area for softball games and organised group games. The club has access to the school's ICT suite in the after-school session, although there is no ICT provision in the morning session. Recent successful developments have included taking children on visits to the local park and taking small groups on shopping trips and to the bank and the post office, giving them 'real life' experiences in managing money.

Through routines and discussion, children learn about and practise good personal hygiene. The setting develops the promotion of healthy eating. Snack times ensure children have an adequate quantity of food and include healthy options. Drinks and fruit are freely available throughout the sessions.

Children have a strong sense of belonging and of their own identity within the group because staff value their contributions. They respond well to the positive incentives provided for good behaviour. They enjoy the opportunities provided for them to give their views and contribute to decision making, for example through the suggestion box. They participate in a variety of activities that help to build their confidence and their social skills. Their friendships and collaborations are across the age groups in the setting and they treat each other with kindness and consideration. Staff consistently reinforce messages about acceptable conduct and this helps children to learn good moral values.

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 registration.

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.