

Singleton Kids Club

Inspection report for early years provision

Unique reference number 309631
Inspection date 25/11/2008
Inspector Margaret Baines

Setting address Singleton C of E School, Church Road, Singleton, Poulton-le-Fylde, Lancashire, FY6 8LN
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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

Singleton Kids Club has been operating since 1996. It is situated within Singleton C of E School in the rural village of Singleton. The registered provider is the committee. Facilities for children comprise of the school hall, two classrooms and a library. There is also an enclosed outside area, a playground, a woodland area, a quiet garden and a large playing field available for children to access for physical play.

The facility is registered to care for 24 children between the ages of four and eight years. There is currently a total of 50 children on roll, of whom 25 are under the age of eight years. The setting supports children with learning difficulties and disabilities.

The facility operates a breakfast and after school club five days a week Monday to Friday between 07.45 and 09.00, and between 15.00 and 17.30 term time only. A play scheme also runs for one week in the summer holidays.

The committee employs five members of staff. The supervisor holds National Vocational Qualification level 3 in Play work. The out of school club is a member of 4Children, which is the national organisation for out of school provisions. Advice, support and training is gained from the local authority.

This provision is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Singleton Kids club provides a happy welcoming environment where all children are motivated and well cared for. The uniqueness of each child is well understood and the setting works hard to meet the needs of all children. A fully inclusive environment has been created in which children are supported in making satisfactory progress in their learning and development. Self-evaluation in this setting is in its infancy, however, through regular meetings and discussions the leader and the staff are committed to continuous improvement to enhance the care and learning for the children who attend.

What steps need to be taken to improve provision further?

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

- review snack time and ensure staff wear appropriate clothing when serving snacks
- review the child protection policy to ensure that it is individual to the Kids club
- develop systems of assessment to ensure that staff plan for children's next steps in their learning

- develop systems for self assessment to promote future development effectively.

The leadership and management of the early years provision

The after school club is led and managed satisfactorily. Documentation, which is required for the safe and efficient management of the setting is available and organised systematically. It covers all requirements and is used effectively to promote all aspects of children's health and safety. However, the child protection policy is lengthy and not individual to the after school club.

Rigorous vetting procedures in place for staff, promote a high level of safety for children. Staff are dedicated and motivated in relation to their own professional development; for example they attend courses offered by the local authority to promote their own professional development and therefore enhance the care and learning for the children.

Self-evaluation systems are in their infancy. However, staff meetings contribute to the identification of areas for improvement. Procedures are in place to safeguard children, for example, risk assessments ensure a high level of safety and security. Self-evaluation of premises and practice, in relation to children's learning is less robust. This has meant that not all areas of learning are offered consistently for those children registered under the Early Years Foundation Stage.

Systems to monitor and assess children's learning have recently commenced but planning for children's future learning is not in place at present.

Systems are in place to ensure the smooth running of the sessions, however snack time requires children to queue for their snack. This practice limits children's opportunities to be independent.

The setting works well with the local authority and has used the services available to implement the actions and recommendations raised at the previous inspection, therefore confirming that the setting is keen to improve. For example, since the last inspection, the setting has revised the policies and has devised a procedure that ensures that they will inform the regulator of any changes. These improvements have significantly enhanced the care for the children who attend. Staff work with parents and carers to ensure that children's needs are effectively met. Parents are invited to talk at the end of the day about their child's achievements and enjoyment and regularly encouraged to do so. Consequently parents appreciate the service offered. The school newsletter provides an opportunity for information about the kids club to be shared with parents on a regular basis. Consequently, effective systems and liaison exist to promote children's welfare and enjoyment for children who attend this setting.

The quality and standards of the early years provision

Children are provided with opportunities to help them make satisfactory progress across all areas of learning and development. Staff are developing confidence in using conversational questioning to challenge children to think about what they are doing and to move them on in their development. Staff respond enthusiastically as

children show their achievements to them. Consequently, children feel proud and motivated. For example, staff congratulate the children on their lovely work and their achievements in the computer games. The systems for assessing children by tracking their development have recently begun but are at present in their infancy. Staff are developing skills in observing children as they play. Although the observations are presently not being used to plan for children's future development. Staff promote children's welfare effectively; they ensure that the physical environment is safe and secure and there are available sufficient resources to meet their learning and development needs.

Children's physical development is addressed in the kids club. For example, children when weather permits may play in the outdoor area, they also enjoy indoor games. They have good opportunities to develop their fine motor skills as they draw paint, make models, glue and sticks as they design. Children enjoy healthy snacks and have access to drinks at all times. Procedures to prevent cross infection are in place, although staff do not wear protective clothing when serving snacks. Children take responsibility for the management of their own health and hygiene because they wash their hands at appropriate times of the day.

Children enjoy a good variety of activities which promote their learning and development, for example, they may play a board game, design a card or paint a picture. Children may also sit in groups and chat as they relax after a day in school. Children provide ideas about the resources they wish to be purchased and the activities they wish to participate in. Children behave well, they learn to be considerate and respectful. They also set their own rules and therefore are clear about what behaviour is acceptable. Children share and work together in harmony in an inclusive environment where everyone's needs and uniqueness is respected.

The range of activities and resources available help children develop skills that will contribute to their future economic well-being. For example, they use problem solving as they negotiate turns with a game or a piece of equipment. Children develop their language through discussions and opportunities to enjoy books. They develop skills to work together effectively as they play and learn in a safe secure environment.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.