

Kidsland Limited @ St Barnabas CE Primary School

Inspection report for early years provision

Unique reference number	EY375790
Inspection date	12/01/2009
Inspector	Tara Street
Setting address	St. Barnabas C of E School, Knowlesly Road, DARWEN, Lancashire, BB3 2JA
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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

Kidsland Limited @ St Barnabas Church of England (CE) Primary School is privately owned and managed. It opened in 2008 and operates from designated rooms, within St Barnabas CE Primary School in the Whitehall area of Darwen, Lancashire. There are no issues which may hinder access to the premises. A maximum of 50 children, aged under eight years old may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged over eight years old up to 14 years old. The group is open five days a week from 07.30 to 09.00 and from 15.15 to 18.00 during term time only.

There are currently 35 children on roll. Of these, 19 are under eight years old and six children are within the Early Years Foundation Stage (EYFS). The setting supports children with learning disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the manager, who work directly with the children. Additional staff are available from a large pool of staff, who work at other clubs within the organisation. All of the staff hold appropriate early years and play work qualifications.

Overall effectiveness of the early years provision

The setting supports children's welfare and learning well. All children engage in a wide range of interesting and enjoyable experiences, with good interaction from the staff to extend their learning effectively. Staff work closely with parents and others, to help settle new children and to ensure their ongoing welfare is promoted effectively. The manager implements good methods to evaluate the provision and shows a strong commitment to improving their practice.

What steps need to be taken to improve provision further?

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

- develop the assessment system to ensure children's identified next steps in learning are recorded.
- ensure the record of regular risk assessment checks includes all the necessary information.

The leadership and management of the early years provision

The effective maintenance of records, policies and procedures, ensures that there are positive outcomes for all children. The manager has good systems in place to monitor and evaluate the provision. Improvements made to date, include introducing a development checklist to chart children's individual progress and

offering a wider variety of healthy food options at snack time. Future plans are well targeted to bring about further improvement to the provision.

Staff form friendly relationships with parents and carers of children, as they exchange verbal information at the start and end of each session. This keeps parents informed about what their children have been doing and the care they have received. There are clear links with other early years practitioners and as a result, continuity of care and learning for individual children is good. Children's welfare is promoted well within the setting and requirements of the Childcare Register are fully met. Staff members are well deployed to provide good levels of support for the children attending. Regular risk assessments ensure that hazards are reduced. Staff follow a clear site security policy, to ensure that children can play safely and enjoy their time at the setting. However, the record of regular safety checks does not include all of the relevant information. There is a thorough recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a clear induction process. The staff have a good understanding of child protection and they are able to implement their policies appropriately.

The quality and standards of the early years provision

Children are provided with a range of opportunities to help them make good progress across all areas of learning and development. The planning is flexible, responding to the children's interests and ideas. For example, staff regularly ask children's opinions about the resources and activities they wish to participate in and their ideas are highly valued. Staff observe children as they play, using their observations to ensure that each child's needs are being met. However, the identified next steps are not always recorded on children's individual development records. The well organised environment enables children to become independent learners, which develops their confidence effectively. They make many choices, initiate their own activities and play imaginatively, with the resources available. Staff effectively extend games, by questioning and encouraging the children to think of different things they can do and make. As a result, their imagination and creativity is well supported and promoted. Children are confident, as they freely access a good supply of writing materials and resources, which enables them to practise their early writing skills. For example, children confidently use chalks, rulers and a variety of pens, which develops their pencil control and hand to eye coordination skills.

Children work well together, for example, sharing their knowledge of numbers, when playing board games or resolving problems of design, when constructing a bead picture. Children are beginning to learn to take care of themselves. They clearly understand why they wash their hands before snack and they have ongoing discussions with staff, about how to keep themselves and others safe. Children make good use of the school hall and identified outdoor play areas. For example, they enjoy participating in group games of dodge ball, cricket, tennis and football. They regularly use small sports equipment, to practice throwing and catching skills. Children's knowledge and understanding of the world around them is effectively promoted, through daily resources and their involvement in a range of activities,

which looks at different celebrations and cultures from around the world. Children's information and communication technology skills are enhanced, as they experience a good range of opportunities to use programmable and battery operated toys.

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.