

Abbey Road Kids Club Ltd

Inspection report for early years provision

Unique reference number 253373
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Inspector Glynn Storer

Setting address Abbey Road Primary School, Tewkesbury Close, West
Bridgford, Nottingham, NG2 5ND
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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

Abbey Road Kids Club Ltd opened in September 2000 and operates from Abbey Road Primary School in West Bridgford. It is a privately-run organisation, and serves children from Abbey Road and St Edmund Campion Primary Schools and works in partnership with other local childcare providers. During the hours of operation the club has use of the main school hall and the information and communications technology (ICT) suite for indoor activities and use of hard and grassed outdoor playing areas. The premises provide ready access for children or carers with disabilities.

The club is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. It is registered to provide 60 places for children aged three to under eight years, although normally only admits children from four years of age. It opens from Monday to Friday during term times from 07.30 to 08.45 and from 15.30 to 17.55. It also offers care from 08.30 to 17.30 at times within the school holidays.

There are currently 110 children on roll. There are 13 childcare staff of whom one is qualified to Level 2, four are qualified to Level 3 and one holds a graduate qualification. There are six staff with current first aid qualifications and five have attended child protection training. The club is registered on the Early Years Register and on both parts of the Childcare Register.

Overall effectiveness of the early years provision

Abbey Road Kids Club Ltd provides a good level of care and promotes aspects of children's learning and development effectively. The club is well managed and organisation is good. As a result, there has been considerable improvement since the last inspection. This success indicates a good capacity to improve further. Children play and learn in a safe environment because safeguarding requirements are met effectively. Staff work well together. They are excellent role models, form strong and constructive relationships with the children and ensure that children from all backgrounds are fully included. The club fosters excellent relationships with parents and carers and works in co-operation with the host and neighbouring school, especially in providing good support for children with additional learning needs or for those with disabilities.

What steps need to be taken to improve provision further?

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

- ensure that all staff receive up-to-date training in child protection in accordance with the required two and three year timescales
- develop further the role of the key workers, especially in assessing children's attainments and in planning the next stages of their learning.

The leadership and management of the early years provision

The leadership and management of the setting are good. The club's managers maintain effective policies to ensure children's welfare and review them annually. Regular staff meetings have a clear focus on improving aspects of practice and ensure that the quality of provision is evaluated well. The strength of current arrangements lies in the highly effective leadership and day-to-day management provided by the club's senior staff. They have responded positively to the outcomes of the last inspection. All have successfully taken steps to improve their child care qualifications and have attended additional training, for example in first aid, child protection, the new EYFS framework and aspects of health and safety, all of which have already begun to improve the quality of learning and care that they provide. The club has recruited a well-balanced and able team of carers and play leaders. Staff induction is effective. It ensures that all are well briefed and that they have a consistent and calm approach that improves the quality of children's learning and play. Children's safety is given a high priority. They play in a safe environment because staff carry out daily safety checks conscientiously before sessions begin. Children who attend the club benefit greatly from the exceptionally strong links that staff forge with parents, who express strong approval for the club and confidence in staff to ensure their children's welfare.

The quality and standards of the early years provision

The club makes a positive contribution to children's learning and personal development. Staff plan a good range of activities that complement all areas of learning. Children benefit from a good range of resources. They are free to choose activities such as construction, writing, drawing or playing table football. There are also resources that promote imaginative play and social interaction, which are much enjoyed by EYFS and older children alike.

Staff support both learning and play effectively. They strike a good balance between allowing the children to follow their own interests and intervening to guide and support in a way that ensures that children are purposefully engaged throughout the session. In adult-led activities, such as making Christmas tree decorations, teaching is good. Staff have good levels of personal skill and are well prepared. They direct activities in a way that reinforces children's creative development and results in finished products that children can be proud of.

Managers have begun to introduce a key worker scheme. This involves staff in observing children at work and play and recording points of interest, either for use in future sessions or to report to parents. They have begun to consider the introduction of formal arrangements for assessing children's attainments and for planning activities that systematically build on children's prior learning. However, this initiative is at a very early stage of development.

Children's welfare is of great importance to all staff and they are conscientious in putting the club's welfare policies into practice. Children who attend a school site some distance away are met and accompanied on their walk to the club. Records

show that fire drills are regular and children say they know what to do 'if the bell rings'. Occasional accidents are dealt with properly because staff have appropriate qualifications in first aid for young children. There are thorough records that enable staff to inform parents of all accidents or of other incidents that could be of concern to them. Staff are thoroughly conversant with the club's child protection policy and those who are recently appointed are briefed on its implementation. However, this policy does not make provision for staff to be re-trained in accordance with required time-scales. There are effective systems to ensure that places in the setting are pre-booked and this enables managers to secure appropriate adult to child ratios at all times. Registration is thorough and ensures that any absent children are accounted for. Similarly, robust systems ensure that only parents or known carers collect children.

Children's personal development is good because staff care conscientiously for their needs. Children respond well, because they thoroughly enjoy and benefit from excellent relationships with staff. The club promotes safe and healthy lifestyles effectively. Snacks are generally healthy and children engage in activities to strengthen their understanding of the importance of a nutritious diet. When conditions allow, there is also provision for lively outdoor play. A strength of the setting is the way that it successfully integrates children from neighbouring schools and, in doing so, promotes friendships across the ages and amongst children from different social and religious backgrounds. In this respect, the club promotes social cohesion very effectively, as well as a high level of mutual care and support.

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?	1
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?	1
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 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.