

# Fit Kidz @ St Aidans

Inspection report for early years provision

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**Unique reference number**

EY364796

**Inspection date**

12/02/2009

**Inspector**

Josie Lever

**Setting address**

The Scout Hut, Lorenzo Way, Hull, HU9 3HF

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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

Fit Kidz @ St. Aidens was registered in February 2008 and is run by Fit Kidz Limited, a private company. It operates from the scout hut in premises which belong to St Aidens church situated in the east of the city of Kingston-upon-Hull, some four miles from the city centre. The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children from three years to under eight years at any one time. There are currently 80 children on roll from the ages of three to 12 years. There are four children attending in the early years age group.

The club opens each weekday from 07.00 to 09.00 and from 15.00 to 18.00 during term times. It is open from 07.00 to 18.00 during school holidays and is open all year round. Staff collect children from several local schools in vehicles and on foot. Children are cared for in one room and have access to an enclosed outdoor area. The setting supports a number of children with learning difficulties and/or disabilities.

The setting employs four staff, all of whom hold relevant childcare qualification, one of whom is working towards a higher degree in youth work.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The staff create an inclusive and relaxed environment where the individual needs of children are soundly supported by caring, responsible adults. They are skilled at making sure that all children benefit from the varied range of activities on offer and make satisfactory progress in their learning and development aided by some positive partnerships with other Early Years Foundation Stage (EYFS) providers. Most documentation is satisfactorily maintained, however, not all information reflects the EYFS or supports the safe use of vehicles to transport children. Self-evaluation is developing in order for the provision to identify some areas for improvement.

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

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

- further develop effective partnerships with all other EYFS providers to ensure that children's learning and development is fully promoted
- establish effective self-evaluation systems to identify strengths and weaknesses in the provision in order to maintain continuous improvement
- improve the availability and range of healthy snacks to increase children's choices
- ensure records are kept about vehicles in which children are transported including insurance details, including private vehicles owned by staff
- update documentation in line with EYFS requirements.

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

Staff regard children's happiness and welfare as a priority. They create a warm, welcoming and safe environment where children feel secure. They organise their time so that children have good support in their chosen activities. The available premises are satisfactorily arranged to give children play space and some free access to resources. The staff team work together well and satisfactorily understand their roles and responsibilities with regard to the EYFS. The manager has a suitable knowledge of the changes in recent early years legislation, however, this is not reflected in the setting's policies and procedures which have yet to be reviewed. Staff are beginning to self-evaluate the setting through discussion about what can be improved to meet the needs of all children. However, systems are not fully developed to enable all service users to contribute into this process in order to make improvements.

Children are safeguarded appropriately because staff are vetted, most of the required records are maintained and policies are effective. However, staff collect children from several schools on foot and frequently use their own vehicles. Although some documentation is maintained that supports the safety of vehicles children are transported in, not all are available and valid. On going assessment of risks reduces hazards for children. Furniture, equipment and toys are suitable and safe with security maintained through adult vigilance and an effective, controlled entry system.

Partnerships with parents and carers are satisfactory. Ongoing exchange of information through conversations ensures parents are well aware of the children's well being and aspects of their development and progress is shared through written developmental folders. Strong partnerships have been established with one school to ensure the learning and development needs of children in the EYFS are shared and complimented, in particular for those children who have learning difficulties and/or disabilities and this is a strength of the setting. However, this is not the case for all other early years providers.

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

Children are happy to come to the club with its relaxed atmosphere and make good friends. They make suitable progress in their development and learning as they eagerly play with a range of stimulating toys and resources that are provided in a clean environment. Children's all round development is satisfactorily fostered as activities link to each area of learning and children contribute to the club's weekly planning based on their own interests. Most activities are chosen by the children, which encourages them to make choices and be independent. Children enjoy creative activities including cutting and sticking, colouring and writing, for example, they make their own Valentine's day cards. They suggest themed days and with adults' support make musical instruments or have a 'pamper day' to paint their nails and style their hair. They eagerly dress up in a variety of costumes and play imaginatively. They cooperate together as they build towers of bricks or play together in teams on the football table and with the large hoopla-hoops. The planned holiday programme enables children to visit amongst other venues, East

Park and the local bowling alley.

Suitable opportunities are provided for developing numeracy skills. For example, children play games such as matching pairs, floor dominoes or count money from the till in the role play area shop. Staff place strong emphasis on communication skills and ask open ended questions to encourage children to respond. Staff support children's early reading and writing skills for example, displaying key words used in school and encourage children to write their own names on any art work. Children have access to a computer, however, it is presently broken but there are other various resources to support children's information, communication and technology skills such as tills, compact disc players, hairdryers, games consoles and replica mobile phones. These opportunities promote children's economic wellbeing.

Children's behaviour is consistently managed by calm adults who are appropriate role models. As a result, children learn to respect the club's rules and equipment and show consideration for one another. For example, on many occasions older children enjoy helping and playing with younger ones. Children have good opportunities to express their thoughts and feelings and learn about their own needs and the needs of others. For example, through topical discussion and participating in a range of activities, such as Diwali, Easter and the Chinese new year. There is a varied range of resources and equipment available that reflects positively in most areas of equality and increases children's awareness of others.

Children respond positively to staff direction, for example, they willingly help set out tables and chairs when they first arrive and make decisions about what they want to put out, readily helping themselves to toys and games. They begin to develop a suitable understanding about danger and how to stay safe. For example, they know how to walk safely to and from the club to school wearing their high visibility tabards, and how to evacuate the building in an emergency. Children have suitable opportunities to be physically active both indoors and outdoors and adults join in and support children's games. For example, hopping and jumping inside large hoops. They develop a suitable awareness of being healthy, for example, they readily wash their hands before eating food. Children sit socially together to share an organised tea time snack. For example, jam on toast, and help themselves readily to drinking water. The menu is planned in advanced and displayed, it includes hot dogs, crackers and sandwiches. Staff and children say alternative healthy options are sometimes provided, such as fresh fruit, raw vegetables and salad but these are mainly in the holiday periods with fewer opportunities for children to select these on a daily basis.

## 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?	2
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?	3
How well are children safeguarded?	3

### 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?	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?	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 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.