

Our Kids Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Our Kids Club was registered in August 2008. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates within Prudhoe West County First School in Prudhoe, Northumberland which is situated in a residential area near the centre of Prudhoe town. The group uses an open-plan hall and library area adjacent to some classrooms, with access to an enclosed outdoor play area. They are open five days a week during school terms from 07.40 to 08.40 and from 15.00 to 18.00, and 07.40 to 18.00 during school holidays, most children attending live in the local area and attend the school.

The group cares for a maximum of 24 children aged from four to under eight years, children over eight years also attend. There are 63 children on roll who attend for various days and sessions.

The group is managed by an individual and there are three other permanent staff who work with the children.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children receive lots of attention from staff and participate in fun activities that support their overall enjoyment and development. Children's welfare is promoted very well, therefore their individual needs are met. Good relationships with parents are in place, although clear links to complement the EYFS framework provided in school, are not well established. There are no quality improvement processes in place to assess what the group does well and what they need to improve on.

What steps need to be taken to improve provision further?

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

- establish clearer links with parents and teachers to ensure that continuity and coherence for children in the EYFS is established, to ensure that their development and progress is supported and enhanced when they are in the group
- consider using the Ofsted self-evaluation form and quality improvement processes for evaluating the provision.

The leadership and management of the early years provision

There is no form of self-assessment used as the manager has not yet embarked on a process for evaluating the provision to improve and build on current practice in relation to the Every Child Matters outcomes. However, she is aware of her own development needs in relation to the EYFS framework and is conscious of how the

open-plan environment and storage space limits the activities available for the children.

Children are effectively safeguarded as the manager has recently updated her child protection training and regular risk assessments are carried out and monitored. Relevant policies and procedures are in place and shared with parents, although some are out of date. There are clear procedures for parents to make written comments or complaints and the Ofsted information poster is prominently displayed.

Partnership with parents is good and staff have very friendly relationships with them. Young children who attend the group obtain the main EYFS provision in school. The manager of the group also works in the school nursery so she knows the children in the EYFS age range well. However, clear links are not yet established to ensure that continuity and coherence are in place for those children, to ensure that their development and progress is supported and enhanced when they are in the group.

The quality and standards of the early years provision

Safety practices are good. There is no access to unauthorised persons on the premises, staff count heads when children go outside and come in and they regularly practise fire drills, which are monitored and recorded to highlight any problems. Children's behaviour is good as staff speak to them in a calm but positive manner, so that they clearly understand the boundaries. Children have also participated in producing their own 'rules' and ideas to display on the children's notice board area, which gives them a good sense of ownership. Children sit together on entry to eat their snack and they can also choose a piece of fruit later in the session as this is readily available to them along with regular drinks, which ensures that their nutritional needs are well met.

Although the EYFS is not sufficiently implemented within the group, children receive a suitable range of activities that enhance their all round development and enjoyment and they follow a good routine that meets their needs. For example, on entry to the group they enjoy a substantial snack of crumpets or toast, go outside for fresh air and exercise and access a range of creative activities and competitive games. They use their writing as a means of communicating such as when they use big chalks on the yard or when they play 'hang man.' They successfully recognise letters and attempt to spell words, or count backwards correctly as they put the marbles down the run. Activities such as these enhance children's communication, language and literacy and enable them to use numbers in a meaningful way.

The group is very child-led and activities usually follow the children's interests. However, some planning is in place around events such as Mother's day and various visitors come into the group, such as a Mendi hand painter, a drama teacher, an artist and sampler sessions such as karate, ensure that activities are varied and interesting for the children.

Children receive lots of positive one-to-one attention from staff and they have very good relationships with them. They approach them easily, making their needs known, and make decisions about what they want to do and what they want to play with both indoors and out. They run around eagerly outside with footballs and make good attempts to throw, catch or bat balls during their play and they laugh and giggle when they play chase with staff and other children. Overall, children clearly enjoy being in the club and have lots of fun.

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?	2

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?	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?	3
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

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.