

Kids Kabin (Brookhouse)

Inspection report for early years provision

Unique reference number	EY382736
Inspection date	09/03/2009
Inspector	Lynn Rodgers
Setting address	Brook House Junior School, School Road, Beighton, SHEFFIELD, S20 1EG
Telephone number	07815 805009
Email	
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

Kids Kabin (Brookhouse) was registered at its present premises in 2008, but has been operating as an out of school club since 2004. It is one of six out of school settings run by the same partnership. It operates from the local junior school, in a suburb of Sheffield and serves children attending the infant and junior schools. There are two halls and an activity room available for children's use and they have access to a secure outdoor play area. The club opens from 08.00 to 09.00 and 15.00 to 18.00, Monday to Friday during term-time. The provision is registered to care for a maximum of 26 children under eight years at any one time, although children up to the age of 11 years may attend. There are 72 on role, of which two are in the early years age range. There are four staff, three of whom have a relevant qualification. The setting receives support from the local authority.

The setting is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The person in charge demonstrates some understanding of the groups strengths and areas for development, which contributes to the ongoing improvement of the service. Staff ensure they make time to talk to parents and parents have access to all policies and procedures. Relevant information is shared and parents can discuss their own child's work and are verbally informed what their children do. Healthy eating is promoted through a range of snacks and drinks that follow the five a day healthy eating programme. Children's dietary and religious requirements are recorded along with their preferences. Staff encourage the children to behave well, through positive role models and achievable boundaries.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluation to reflect on practice, highlighting any strengths and areas for improvement
- ensure there is provision within the planning to include the early learning goals for when younger children are attending
- further develop the existing systems for planning, assessment, observation and monitoring younger children, to ensure children's starting points and the next steps are clearly recorded.

The leadership and management of the early years provision

Risk assessments are carried out by the staff, who check all areas accessible to the children. However they cannot do this prior to children's, arrival due to all the

allocated rooms being used by the school. Any issues requiring attention are noted in the register and discussed with the caretaker at the end of each session. Staff are suitably qualified and have had the relevant checks carried out to ensure children are safeguarded. Activities are planned by the staff, however, this system is very basic and does not clearly indicate what children do, the activities they access and why these are set out. Planning sheets contain little information of the aims and purpose of the activities. The person in charge is aware that the planning should make provision for the children in the early years age group and has organised access to a training course for this.

All relevant documentation, policies and procedures are available and regularly updated. Children's information is recorded and staff take time to get to know the children in their care. Staff are first aid trained and have relevant experience of working with children. Staff appraisals are carried out yearly by the line managers and there are quarterly meetings to discuss training issues. Self evaluation is in its infancy and has yet to be completed, however the staff look back on their practice to see areas for improvement and how these can be addressed. For example, they aim to become more organised, further develop partnership with parents and access more appropriate training. They have yet to establish positive links with the staff of the schools, but do pass on any relevant information when they collect the children.

The quality and standards of the early years provision

The children are encouraged to behave in ways that are safe for themselves and others because staff understand that children need boundaries and some structure to enable them to become responsible adults. Staff help children to develop an understanding of danger and how to stay safe, for example, the children help to implement the rules of the club, and have discussions about keeping safe and stranger awareness. Staff are vigilant, fully supervise the children and ensure adult, child ratios are maintained. Children have access to physical activities during outdoor play and are encouraged to be active. They are beginning to understand why we need fresh air, exercise and a variety of food to develop growth and muscles. Staff provide them with healthy and nutritious snacks that support the five a day healthy eating programme. Children understand and adopt healthy habits such as, personal hygiene practices, as they follow daily routines. They are able to make healthy choices about what they eat and drink and their dietary and religious requirements are noted. Staff generally liaise with the school head and staff and pass on any relevant information regarding the children who attend the setting.

All documentation pertaining to the health of children is in place and regularly updated. Most staff have attended a safeguarding children course and are able to deal with any concerns and follow the procedure highlighted in the local safeguarding children board guidance. Staff are first aid trained and there is always at least one first aider on duty at all the sessions. Parents have been informed of the procedure for making a complaint and have access to the information in the policy at all times. Fire evacuation is regularly practiced and children know what to do and where the school assembly points are located.

Awareness of road safety is promoted through discussions and using the crossing patrol officer. Safety of toys and equipment is promoted through regular checks and cleaning.

Staff encourage sharing, turn taking by setting good examples for the children to follow, and employ their ideas for implementing the club rules. Minor disputes are dealt with appropriately and children are encouraged to apologise when necessary. Methods used to manage a range of behaviour are suitable to the ages and understanding of the attending children. Children's self esteem is raised through on-going praise and encouragement and giving children small responsibilities to carry out. Activities are planned but this is very basic, with insufficient detail as to what the aims and purpose of these activities are. However, children enjoy their learning because they access activities that they are interested in and like to do. Planning does not include provision for the younger children who fall within the early years age group. Staff take time to find out favourite things and encourage them to take part and use their own ideas. Older children use their own knowledge and understanding to represent this in their work and creativity. They are able to work independently and with each other, because they enjoy each others company, like to talk, laugh and tease each other.

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 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.