

Kidz Own Out Of School Club (PIE)

Inspection report for early years provision

Unique reference number

EY381307

Inspection date

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Inspector

Elenora Griffin

Setting address

Coten End Primary School, Coten End, WARWICK, CV34
4NP

Telephone number

01926 497264

Email

cwright.kidzown@btinternet.co

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 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

Kidz Own Out of School Club opened in 1999 and registered as a limited company in 2008. The club operates from two mobile classrooms in the grounds of Coten End Primary School in Warwick. The club has use of the school playgrounds and outdoor areas. The before and after school club serves children attending Coten End School and the holiday play scheme caters for children from the wider community. The club opens five days a week all year round. Sessions are from 08.00 until 09.00 and 15.00 until 18.00 during term time, and 08.00 until 18.00 during school holidays.

The club is registered to care for a maximum of 32 children from four to under eight years of age at any one time and may also care for older children. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 10 children in the early years age group on roll and 49 older children. Children attend for a variety of sessions. The club has systems in place to support children who have learning difficulties and/or disabilities and children who speak English as an additional language.

Six staff work with the children, of these, five hold appropriate qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy being cared for in a bright and welcoming environment. Staff get to know children well and ensure that all children are effectively supported to fully participate in the setting. Generally sound partnership working with parents and carers ensures that children's needs are well met, although the lack of detail in some records has the potential to impact on children's well-being. Children make steady progress in the learning and development supported by the staffing team that works closely together to provide a wide range of fun and interesting activities and experiences for children. Although self-evaluation systems have not been used effectively to identify priorities for future improvement, staff maintain satisfactory capacity for continuous improvement through their commitment towards developing practice and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that children's hours of attendance are accurately recorded along with the names of their key workers
- develop the key person system further to support continuity and coherence for children through the effective sharing of relevant information between parents and other practitioners in settings where children mainly receive education and care
- develop self-evaluation systems to build capacity for continuous improvement

through having clearly identify priorities for development and a programme of continuing professional development for staff that is informed by regular appraisals that identify their training and support needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that information recorded for each child includes the name and address of every parent and carer who is known to the provider and which of these parents or carers the child normally lives with.
(Documentation)

09/06/2009

The leadership and management of the early years provision

The manager and staffing team strive to develop their practice through training, seeking feedback from parents and children and working together as a team to implement the Early Years Foundation Stage (EYFS). Comment cards and books are available at all times for feedback and the manager has recently sent questionnaires to parents and carers to formally seek their feedback about the provision. The manager ensures that staff access current first aid and food hygiene training and encourages staff to gain childcare qualifications. Through regular staff meetings, observation and planning systems are being developed to support the delivery of the learning and development requirements of the EYFS. However, the settings capacity for continuous improvement is limited. This is because the management committee have not ensured that there are effective systems in place for self-evaluation. Although the committee have identified long term goals for the development of new premises, there has been no formal evaluation of the provision in order to identify other priorities for improvement. The manager and staff are not apprised in order to inform an effective programme of continuing professional development that benefits both staff and the provision as a whole.

Children enjoy having their needs generally well met through the positive relationships that staff develop with parents and carers. Parents are well informed about the provision and the policies and procedures that staff implement. They talk positively about the club, the variety of activities and experiences provided and the enjoyment of their children when they attend. Important information about children's health and dietary requirements are gathered and staff get to know children well through, 'A little book all about me' that they ask parents to complete with their children before they start. These provide staff with helpful information about children's family backgrounds, likes and dislikes. Although children's records also contain some information in regard to parents and carers and emergency contacts, they do not all include the name and address of every parent and carer who is known to the provider or clarify which of the parents or carers the child normally lives with.

Children are safeguarded from harm and neglect and their welfare positively well promoted. Staff have a sound knowledge and understanding of child protection

issues and flowchart procedures from the Local Safeguarding Children Board are clearly displayed. Staff deploy themselves well to ensure that children are appropriately supervised at all times and regular risk assessments are conducted to promote children's safety. However, there is potential for children's well-being to be compromised. This is because registers used to record children's hours of attendance are not always accurately completed.

The quality and standards of the early years provision

Children are quick to settle in the bright and welcoming environment of the club. Staff have a lovely rapport with children, encouraging them to make their own decisions about what they want to do and supporting them to take turns. Children are confident as they move freely around the setting, choosing from the wide selection of activities and resources available and playing harmoniously together. All children are supported to fully participate in the setting, with special consideration given by staff to ensure that the needs and interests of both boys and girls are appropriately provided for and supported. Children are developing a good understanding of diversity in the world around them. They access a wide range of resources that promote positive images of diversity to include a religious and cultural festivals board that highlights the different celebrations that occur each month. Children have been finding out about the lives of children who are carers in preparation for fundraising activities they will be doing to support respite care for child carers. Children also benefit from the linguistic diversity of staff who plan fun and interesting activities to help children learn about different languages and cultures.

Children are developing a good understanding of how to be healthy and to stay safe, both through the daily routine and planned activities. They benefit from regular opportunities to be active outside in the fresh air where they use scooters, make use of the wooden obstacle course and participate in ball games. Staff ensure that children receive healthy, nutritional meals and snacks and after washing their hands children sit together, happily chatting while they enjoy sociable meal times. Planned activities have helped children to learn about dental hygiene, healthy eating and road safety. In addition, regular fire drills ensure that children are confident about what they need to do in an emergency.

Children benefit from being cared for by staff who get to know them well. Staff have started to make observations of children's activities to identify their abilities and possible next steps for development. Led by the manager, staff plan a wide range of activities and experiences for children that support their learning and development. However, outcomes for children are not fully maximised because systems do not ensure that they experience continuity and coherence in their learning and development. Little information about children's ongoing learning and development needs is currently shared between staff, parents and practitioners in settings where children mainly receive education and care. Although the manager has started to develop a key person system, this has not been finalised.

Children continue to make steady progress in their learning and development, supported by the wide range of fun and interesting activities and experiences that

are provided for them. Encouraged to be independent children quickly become confident making their own decisions about what they want to do. They have fun getting to grips with modern technology as they play computerised games and use microscopes linked to laptop programmes. Alongside the graphic materials that children use to write and create with, staff provide various art and crafts activities. For example, children enjoy folding paper or sticking coloured balls together to create caterpillars and using finger painting techniques to create images of real and imaginary bugs. Children relax as they select books to read from the wide selection of story, comic, information and reference books that are available. Staff provide various role play resources which children use imaginatively as they take on various roles in vets offices, Chinese restaurants and shops.

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?	2
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?	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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