

North Downs Kidz

Inspection report for early years provision

Unique reference number	EY380038
Inspection date	15/04/2009
Inspector	Lara Hickson

Setting address	Culverstone Green Primary School, Wrotham Road, Culverstone, Meopham, Kent, DA13 0RF
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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 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

North Downs Kidz Out of School Club and Holiday Playscheme was registered in 2008. The setting serves the local area. It is registered to care for a maximum of 30 children under eight years of age at any one time. Children may attend for a variety of sessions. There are 26 children on roll at the after school setting, three of whom are in the early years age group and 15 attend the holiday club, two of whom are in the early years age group. The setting supports children with learning difficulties and/or disabilities, as well as children with English as an additional language.

The setting operates from a mobile classroom in Culverstone Primary School, Kent. There is extensive outside play space available for children to enjoy. The out of school club is open each weekday from 15.00 to 18.00 during the school term and the holiday playscheme is open from 8.00 to 18.00 during school holidays. There are five members of staff who work with the children and over half of the staff team hold an early years qualification. The setting receives support from an out of school coordinator from the local authority.

Children attend the setting from a number of different local schools and the out of school club operates a collection service. The provision is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register as children up to the age of 11 also attend. This report does not include an evaluation of that provision, but does include the provider's confirmation of the compliance with the requirements of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting has an extensive range of toys and activities for children to enjoy and this enables them to develop in all areas. Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage (EYFS) and effectively promote the learning and development needs of the younger children attending the provision. Children participate happily in the wide range of activities available, particularly enjoying the extensive outside space. Staff ensure that activities offered reflect the six areas of learning and support and encourage children to participate in these. Effective systems are in place for the setting to improve their provision through excellent self-evaluation and the completion of training courses by the staff team.

What steps need to be taken to improve provision further?

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

- devise a system for recording details of children's starting points and capabilities
- further promote children's safety through an entrance entry system

The leadership and management of the early years provision

Children enjoy attending the after school and holiday clubs at North Down Kidz. The setting is friendly and welcoming and offers a wide range of activities, which effectively interest and challenge the children. Extremely effective monitoring and evaluation systems are in operation to reflect upon and improve practices within the setting. The registered person has operated at other settings and has taken into account previous recommendations raised at these and has a clear vision for the future development at the setting. The staff team is very committed to improving their practice and also takes into account comments and recommendations made by their out of school coordinator.

Children's safety is promoted effectively within the setting, for example supervision is excellent and effective risk assessments are in place to minimise any risks or hazards. Staff demonstrate a clear understanding of safeguarding procedures and are able to recognise the different signs and symptoms of abuse and neglect. The safeguarding procedure is comprehensive and includes local contact numbers as well as the procedure to follow if an allegation is made against a member of staff. All existing injuries are recorded. Staff encourage children to be safe within the setting, for example, they provide reminders to children to walk whilst inside and to use skipping ropes appropriately. Fire evacuation procedures are appropriate and regular practices ensure that children are aware of the appropriate procedure to follow in the event of an emergency

All records are maintained thoroughly and are kept securely yet are accessible for emergencies. The provision ensures that appropriate information is completed when children first start at the setting to ensure that their individual needs can be effectively met. Comprehensive policies and procedures are in place, which reflect the statutory framework and underpin the setting's practice. The provider regularly updates these policies to ensure that they are up-to-date and reflective of current practice. Self-evaluation is used very effectively to monitor the setting's practice and to plan for the future development of the after school club and holiday play scheme. The provider has used the self-evaluation form effectively to identify some areas that she feels will improve practice within the provision.

The quality and standards of the early years provision

Children's health, welfare and safety is fully promoted by the setting. Supervision of children is good and staff actively encourage and promote children's independence and awareness of playing safely. Although children are unable to leave the premises unsupervised, currently there is no entry system available at the after school club. Children have daily opportunities to enjoy physical activities and the extensive outside area is very much a favourite part of the provision with the children. Children enjoy daily sessions in the outdoor area where they participate in tennis, skipping, playing large musical instruments and ball games.

A wide range of age appropriate activities are available to the children and staff are available to support and encourage the children's play and learning. All areas

of learning are being offered to children to ensure each child receives an enjoyable and challenging learning experience. Staff demonstrate a good understanding of where children are in their learning and development and ensure that activities available take into account their differing ages, stages, needs and interests. Staff effectively support children's learning and development, for example they help two children to make a long rope using a number of short ropes in the outdoor area so that older and younger children can play a group skipping game.

Resources are easily accessible on low-level shelving units and shelves, enabling children to make independent decisions about activities they wish to play with. They enjoy creating large models with the construction resources, drawing and creative activities as well as computer and playstation programmes. Children have the opportunity to explore other countries, cultures and traditions. For example, they have explored Chinese New Year where they made Chinese lanterns, Greece where they tried traditional foods and talked about Greek gods and goddesses and Sweden where they designed their own flag and enjoyed dancing and making snowstorms. These themes complemented those one of the schools was following.

Parents receive excellent information about the setting through a prospectus, which includes information about the management, organisation and policies. Newsletters are sent out regularly with information of forthcoming events as well as updates about the provision. A parents' notice board contains a display regarding the EYFS, which gives parents a valuable insight into how staff will meet the needs of the younger children attending. Partnership with other settings has been extremely well established and the setting tries to complement themes covered at the different schools children attend to enhance children's enjoyment and understanding. However, currently the setting does not record details of children's individual starting points.

Behaviour is good within the setting and any inappropriate behaviour is dealt with promptly and fairly through gentle reminders and positive reinforcement of the setting ground rules, which the children created. Staff try to encourage children to resolve any conflict between themselves as much as possible as feel it is important for them to problem solve, but will mediate when needed, offering solutions where required. A club council has recently been set up at the children's request and is used as a forum where children bring forward ideas. This gives the children a positive sense of belonging within the setting.

Inclusion within the setting is good. For example, the setting supports children with learning difficulties and/or disabilities, as well as children with English as an additional language. Child record forms include detailed information on any allergies, food intolerances, parental preferences and cultural requirements. Children's self-esteem is promoted continuously within the setting as their opinions and views are taken into consideration. For example, children contributed to the ground rules of the setting and created a poster reflecting these, which is displayed within the setting.

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.	1

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?	2
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?	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?	2

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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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