

Allington Primary School

Inspection report for early years provision

Unique reference number EY385728
Inspection date 18/02/2009
Inspector Janette Mary White

Setting address Allington Cp School, Hildenborough Crescent, Maidstone,
Kent, ME16 0PG
Telephone number 07501491433
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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

Kinder Out Of School group at Allington Primary School is one of a chain of provisions managed by the Kinder Group Limited. This group is privately owned. It opened in 2008 and operates from two rooms in a school building. It is situated in Maidstone, Kent. A maximum of 50 children may attend the out of school group at any one time. The out of school club is open each weekday before school from 07.15 to 08.45, after school from 15.15 to 18.00 and during school holidays from 07.15 to 18.00 for 52 weeks of the year. All children share access to a secure outdoor play area. The premises are suitable for wheelchair users. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are currently 16 children who are within the Early Years Foundation Stage (EYFS) and 31 children aged over five years on roll. Children come from a local catchment area. The out of school club currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language. The out of school group employs two staff. The manager holds an appropriate early years qualification. The other staff member is working towards a qualification. In addition, relief staff from within the Kinder Group may also be present to cover absences.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff ensure children have opportunities to access a range of challenging activities. The partnership with parents is valued, although links with the local schools and other agencies are not yet established. There is a lack of information regarding children's abilities and assessments. As a result, some children's emotional and developmental needs are not effectively supported. Therefore, at times some children are not always fully included within the group. Children benefit from learning about the world around them and their local area. Their welfare and security are generally considered, although the frequency of the fire evacuation drill does not effectively support children's understanding. In addition, risk assessments do not sufficiently consider some hazards which a child may come into contact with. The manager has consulted with her staff team and her line managers about aspects of their self-evaluation. They have identified an action plan for future development and progress, as well as what they have achieved so far.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are carried out in order to promote children's understanding.
- improve the risk assessment to ensure it covers the cupboards in all corridors in order to cover anything which a child may come into contact with.

- ensure there is a system to gather children's starting points in order to gain an understanding of their emotional and developmental needs.

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

- ensure sensitive observational assessments are undertaken in order to plan to meet young children's individual needs. (Organisation)

06/03/2009

The leadership and management of the early years provision

Parents have access to written information regarding the out of school group and they provide written consents, such as for outings and to seek emergency medical treatment. Planned outings are carefully risk assessed and details are clearly recorded. For example, a planned outing to a ice skating rink. Information is not gathered about children's capabilities in order to undertake individual assessments. As a result, children's individual needs are not always recognized by the staff. Policies and procedures are readily available for parents and staff. They have a system in place regarding the complaint process and a summary log is easily assessable for parents. Staff have a sound understanding of child protection procedures and use them well to safeguard children. This includes the processes for allegations made against them. Children play in an inclusive environment and resources and pictures reflect diversity. However, some aspects of each child's individual needs are not fully supported. Children make comments and suggestions about activities and these are acted upon by staff who acknowledge their contributions. This helps to support children's self-esteem.

Children learn the value of a diverse society and are encouraged to acknowledge each other's abilities. As a result, children develop a positive attitude towards diversity. Some aspects of children's safety is adequately considered through policies and procedures. There is a clear procedure for emergency evacuation drills. However, children are unfamiliar with the process of what to do in an emergency. There are security procedures in place to make sure the main door is only opened by staff and visitors' details are recorded. The manager has conducted risk assessments for the inside and outside area. However, the indoor risk assessment does not fully cover the cupboards in the corridor to ensure it covers anything which a child may come into contact with. The provider ensures that there are sound procedures in place for the assessment of children with learning difficulties or disabilities. The manager and staff have discussed the possible improvements for the future. For example, setting up a 'children's council' and further developing contacts with local schools in order to fully implement the EYFS. Staff are able to access regular training. The provider has a sound recruitment procedure in order to ensure that adults are vetted and children are cared for by suitable staff.

The quality and standards of the early years provision

Staff use positive behaviour management strategies to support children's understanding of their own behaviour and how they should behave towards others. The group rules are written and most older children can easily read these. However, there are no meaningful pictures to accompany the words for younger children, in order, to support all children's self-help skills. Staff have not yet established an effective system to make sure sensitive observational assessments are undertaken for the younger children. In addition, they have not sought, from parents, the child's starting point in order to gain an understanding of their individual needs. As a result, they do not have a clear picture of each child's stage of development or their emotional needs. Staff understand their role and spend time interacting with most of the children, although younger children are not always fully engaged or encouraged to join in with the activities. Most children are enthusiastic, motivated and enjoy activities that are self-chosen, such as playing computer games or pretending to cook meals at their restaurant.

All children have a good understanding of the importance of hygiene practices through everyday routines. For example, they describe how they use soap and paper towels to wash and dry their hands. Although, there is no effective system to make sure that the children follow these procedures. Staff use a range of appropriate procedures to support children's welfare. However, some areas are not fully considered, such as fire evacuation drills or risks stored in a cupboard. This cupboard is in the area where children store their personal items. Children's individual dietary needs are catered for. They use an outside caterer for their main meals or children bring a packed lunch. A menu is displayed promoting healthy choices. However, the fruit provided is not always checked to ensure this is fresh for the children. Most children confidently make decisions about the activities they wish to pursue. They concentrate well and spend time making an igloo or painting papier-mâché balloons. Children describe how they completed a questionnaire to consider the activities they would like to take part in. Staff plan a balance of activities, which includes the children's wishes, such as going on an outing to an ice rink or making snow globes from clay.

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.	2

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?	2
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 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.